



GCSE (9-1) History-

Paper 2 - British America
(1HI0/22/23) exemplar
pack

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Introduction

This exemplar booklet has been created using student responses from the exam paper in GCSE History paper 2 – Period study with British depth options. The specific paper covered here is (1HI0/22/23), British America. The answers and examiner commentaries in this guide can be used to show the application of the mark schemes in the GCSE History assessment

The exam duration is 1 hour and 45 minutes. The paper is marked out of 64 marks and is worth 40% of the qualification. *The examination paper for 2018 was divided into section A (Q1-3) – Period study and section B (Q4-5) – British depth study. This exemplar book will **only** focus on section A - Period study which is worth 20% of the final total.

The exam paper covers AO1 and AO2. We also use a mixture of question types, demand levels and response structures throughout our exam papers. The structure of the 2018 question paper was as follows:

	Total marks	Assessment objective	Question description	Example question stem
1	8	AO1 AO2	Explanation of consequences	Explain two consequences of...
2	8	AO1 AO2	Writing an analytical narrative	Write a narrative account analysing... You may use the following in your answer. <i>+ two stimulus points</i>
3	16	AO1 AO2	Explanation of importance	Explain two of the following: The importance of...
4/5 (a)	4	AO1	Description of key features	Describe two features of...
4/5 (b)	12	AO1 AO2	Explanation of causation	Explain why... You may use the following in your answer. <i>+ two stimulus points</i>
4/5 (c)	16 + 4 SPaG	AO1 AO2	Judgement relating to one of the following: causation, consequence, change, continuity, significance, similarity and difference	[‘Statement.’] How far do you agree? Explain your answer. You may use the following in your answer. <i>+ two stimulus points</i>

These examples are designed to help students engage with what they’re being asked to do, but also understand the length and type of answer expected.

The questions provided are 1, 2 and 3 from section A - Period study. The questions are all new question types for Period study.

In general, candidates who perform well on this paper are able to demonstrate accurate, relevant knowledge of the topics being examined. When assessing AO1, examiners look for accurate and relevant information that has been precisely selected to show good contextual knowledge. This is characterised by detailed yet succinct responses to the questions set. Content is carefully selected to ensure it provided an insight into the focus of the question, particularly in the narrative account.

*(Please note from summer 2019 onwards, Paper 2 will be split into two separate question-and-answer booklets: the Period study (booklet P), and the British depth study (booklet B). Students will only be provided with questions for the topics they have studied.
You can find out more here

Section A – Period Study

Question 1

Question

1 Explain **two** consequences of the War of Independence for Native Americans.

Mark Scheme

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">• Simple or generalised comment is offered about a consequence. [AO2]• Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–4	<ul style="list-style-type: none">• Features of the period are analysed to explain a consequence. [AO2]• Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The Native Americans were blamed for fighting alongside the British and had large areas of their land taken away and were denied rights of citizenship.
- Alliances between the various Native American tribes broke apart weakening their ability to resist further territorial settlements.
- The peace negotiations saw Britain grant the new American republic land, which had been largely unsettled by whites, resulting in the forced migration of Native Americans away from traditional lands to those outside the USA, e.g. Canada and Florida.
- The handing of new territory to the United States by the British led to greater expansion into Native American territory and an increase in conflict with white settlers.

Comments on Question Type

Question 1 focuses on the second order concept of consequence. It requires candidates to explain two valid consequences of an event or development. There are 4 marks available for each consequence; the AO2 strand of the mark scheme rewards the analysis and explanation of consequence while the AO1 strand rewards specific supporting information showing good knowledge and understanding (AO1). There are 4 marks for each consequence so they should be given equal attention by the candidate.

Candidate answers to question 1

Response 1

1 Explain **two** consequences of the War of Independence for Native Americans.

Consequence 1:

One consequence of the war of independence for the Native Americans was that they lost some land.

This was because of in British America at that time they weren't seen as super important as new settlers made up groups of people who invaded their territory.

This meant that they lost land although they campaigned against it and had a war. Although they did get some of their original land back they didn't get it all back.

Consequence 2:

Consequence two of the war of independence for the Native Americans was that they gained some independence for themselves. This was great as they could discuss their issues with the colonists and debate about what should happen. An example of this was when colonists settled on Native American land so the Native Americans compromised with the colonists about what to do about it.

Examiner Comments

This response was awarded Level 1, 2 marks.

For the first consequence the candidate has provided a simple statement about land being lost. A valid consequence has been identified, however there is no development of the explanation, so this is Level 1 for the AO2 strand of the mark scheme. The knowledge is quite general, referring to new settlers invading their territory, which means the AO1 strand of the mark scheme is also level 1, resulting in a mark of 2 for the first consequence. The only relevant point in the second consequence is a repetition of the first about losing land; consequently, there is no rewardable material. Therefore overall the candidate has received 2 marks out of a possible 8.

Response 2

1 Explain **two** consequences of the War of Independence for Native Americans.

Consequence 1:

moved up Canada, poorer houses.
one consequence was that there was rivalry between ~~the~~ native Americans because they all fought on different sides, some were with the British and some were with the colonists. This had led onto a divide between the native Americans, ~~and~~ which later led onto other problems.

Consequence 2:

Another consequence was that land from New York was taken away from the Iroquois because they had sided with the British, most people (colonists) had fought them as enemies and they weren't respected anymore. ~~As of that~~ This led to lots of land being taken from the native Americans, and ~~them being~~ native Americans being pushed to live in poorer areas. Many native Americans didn't like this so they moved up north ~~to get~~ Canada etc., to get away from the

fighting, and the hatred being put on them.

Examiner Comments

This response was awarded Level 2, 7 marks.

For the first part of the answer the candidate has provided a valid consequence of rivalry between Native Americans, which is explained with reference to the Native Americans fighting on different sides; this is Level 2 for AO2. However the supporting information (AO1) is general, thus making this answer Level 1 for the AO1 strand of the mark scheme. This first part of the answer is worth 3 marks.

The second consequence is clearly stated and explained – that land was taken away. This is AO2 Level 2. The knowledge is specific, for example, the reference to New York, meaning that AO1 is also Level 2. Therefore the second consequence is placed at the top of level 2 and is worth 4 marks and overall, the candidate has received 7 marks out of a possible 8.

Question 2

Question

- 2 Write a narrative account analysing the relations between the colonists and Native Americans in the years 1763-64.

You may use the following in your answer:

- Pontiac's alliance with northern tribes
- Proclamation Act, 1763

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

Mark Scheme

Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2] • Limited knowledge and understanding of the events is shown. [AO1]
2	3-5	<ul style="list-style-type: none"> • A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1] <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	6-8	<ul style="list-style-type: none"> • A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1] <p><i>No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The victory by the British in the French and Indian War in 1763 meant many Native Americans were now under British occupation after losing an important ally in the French.
- Pontiac, chief of the Ottawa, feared further encroachment by white settlers. He therefore set up an alliance between northern Native American tribes (April 1763).
- Pontiac's Rebellion (May 1763) saw the alliance rebel and destroy British posts, which caused panic amongst many colonists.
- In reaction to the rebellion the British issued the Royal Proclamation of 1763. This forbade white settlement west of the Appalachians causing further consternation amongst the colonists.
- Dissatisfied with the Proclamation restrictions a vigilante group, the Paxton Boys, massacred unarmed Native Americans and planned to attack any Native American who came to Philadelphia.
- By the end of 1764, the British colonial governors had brought the situation under control, however, unsettled relations continued between colonists and Native Americans.

Comments on Question Type

Question 2 focuses on analytical narrative, in which candidates are expected to write an account that not only describes what happened (AO1), but to also find connections and make sense of events with an analysis of the links (AO2) between events as they unfolded. 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.

Candidate answers to question 2

Response 1

The relationship between the colonists and Native Americans in the years 1763-64 were ~~deteriora~~ breaking down.

The proclamation act, 1763 stated that the colonists should not take the Native Americans' land. However the colonists did not listen and this angered the Native Americans. This shows that the Native Americans were loyal to the Monarch but not the Parliament.

The Pontiac's rebellion was the Native Americans retaliating to the ~~Colonist~~ colonists taking their land however British retaliation using ~~Bi~~ biological warfare by giving small pox to the Native Americans really strained the relations between the colonists and Native Americans.

~~During this At~~ Although some Native American tribes decided to remain neutral. The relations between the colonists and Native Americans

in the years 1763-64 progressively worsened.

Examiner Comments

This response was awarded Level 2, 4 marks.

The candidate has provided a response which is not in chronological order, placing the Proclamation Act before Pontiac's alliance, meaning the narrative is not fully coherent, yet there are statements within the account which express some analytical links, such as 'this angered', so the mark for AO2 is low level 2. There is some relevant knowledge used to support the analytical narrative making the AO1 level 2. Therefore overall this response is placed at mid level 2.

Response 2

Pontiac's Rebellion ~~was~~ took place ~~at~~ when colonists were ~~beginning~~ beginning to settle on Native American land.

The colonists saw the Natives as inferior and wanted to take control of the Ohio Country ^{as well as expand their claims.} Pontiac was a ~~chief~~ tribe chief and wanted to ~~resist~~ rebel against the colonists. He therefore made an alliance with other tribes

from the north and staged many attacks on the colonists like the attack on Bloody Run and the attack on Bushy Run which were the first ~~major~~ ^{casualty} ~~casualties~~ ^{attacks} between colonists and Natives.

// The colonists retaliated with germ warfare. They had organised a peaceful meeting with Pontiac to negotiate the end of the rebellion and offered him a blanket which was covered in smallpox. This led to an outbreak of smallpox in the tribes and many died due to not having any drugs or a vaccine to cure them and their immune systems had never seen this disease before so could not combat it.

The colonists managed to destroy the rebellion from within as many Natives surrendered to stop the epidemic of smallpox. but hated the colonists for using such ^{unethical} methods as they lost many Natives, some innocent.

The end of the rebellion was organised by the Proclamation Act of 1763 which stated there was a proclamation line.

running down throughout the colonies and everything above the line was Native American land. Settlers were not allowed to settle on that land and relations were improved between colonists and Native Americans although there were still tensions. Gift giving between the two groups was also resumed so they exchanged raw materials for manufactured goods.

Pontiac's Rebellion led to the Paxton Boys as they were a vigilante group that wanted revenge ^{for the Natives} ~~on their land~~ killing colonists ^{during their attacks}. They killed innocent people from the Conestoga tribe and began to march on ~~the~~ Philadelphia to kill the ones who had escaped. Fortunately, they were stopped by politicians, including Benjamin Franklin, and offered an amnesty for their crimes if they stopped and returned home. The Paxton Boys did halt their operations ~~but~~ however, relations between the Natives and colonists worsened as the Paxton Boys were not punished for their crimes and were ^{so the government closed weeks} ~~perceived~~ to be uncontrollable by their government. This angered the Native Americans who knew the colonists would start again.

Examiner Comments

This response was awarded Level 3, 8 marks.

The candidate has provided a clear sequence which leads to an outcome, starting with Pontiac's Rebellion, how this led to the Proclamation Act and the reaction of the Paxton Boys to the Act. It uses links between the events with phrases such as "retaliated" demonstrating analysis and making the AO2 a secure level 3. This is supported with accurate and relevant knowledge, such as the reference to the Paxton Boys being vigilantes and the details of the Proclamation Act, making the AO1 level 3 also. Secure Level 3 performance in both strands of the mark scheme means that a 'best fit' mark is top of the level.

Question 3

Question

3 Explain **two** of the following:

- The importance of slavery for the development of plantations. (8)
- The importance of the Enlightenment for cultural development in British America. (8)
- The importance of the Stamp Act (1765) for relations between Britain and America. (8)

(Total for Question 3 = 16 marks)

Mark Scheme

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • A simple or generalised answer is given, showing limited development and organisation of material. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	3–5	<ul style="list-style-type: none"> • An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]
3	6–8	<ul style="list-style-type: none"> • An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1a; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

The importance of slavery for the development of plantations.

Relevant points may include:

- The use of slave labour helped the Southern economy grow by keeping production costs down which created wealthy plantation owners in the South.
- The increase in slave labour reduced the need for paid workers and indentured servants. This was important as the economy of the plantations became dependent on the slave population.
- Slavery provided an effective workforce requiring little training; many slaves had previous experience of working with plantation crops or were born onto plantations.
- Slavery provided cheap labour for products such as tobacco and rice, thus increasing exports and the growth of plantations.

The importance of the Enlightenment for cultural development in British America

Relevant points may include:

- The encouragement of education led to an increase in the number of schools leading to a higher adult literacy rate than in England.

- The Enlightenment provided the opportunity for the sharing of ideas throughout the colonies; more than 30 newspapers were in circulation by 1763.
- The Enlightenment led to organisations such as the American Philosophical Society in 1743, whose founding members included Benjamin Franklin, which promoted belief in reason and human progress.
- The middle classes were able to access books on a wide variety of topics as the Enlightenment saw an increase in the number of public libraries.

The importance of the Stamp Act (1765) for relations between Britain and America.

Relevant points may include:

- The Stamp Act led to the establishment of opposition groups such as the Sons of Liberty, who organised effective demonstrations and boycotts against the British.
- The Stamp Tax raised the issue of taxation without representation. This was important in the establishment of the Stamp Act Congress uniting colonies in opposition to the British Parliament.
- The Stamp Act was the first direct tax levied on all the colonies as the British believed the colonies should contribute to the cost of defence, exacerbating tensions.
- Lack of co-operation on the part of the colonists with the British was evident when only £60,000 was raised in the first year.

Comments on Question Type

For Question 3 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. For example, in the third choice on this question, candidates are not being asked to comment generally on the importance of the Stamp Act, but to consider its importance *for relations between Britain and America*. It is vital that candidates recognise this focus in the AO2 strand of the mark scheme and support their analysis with specific details and understanding for the AO1 strand.

Candidate answers to question 3

Response 1

- The importance of slavery for the development of plantations.
- The importance of the Enlightenment for cultural developments in British America.
- The importance of the Stamp Act (1765) for relations between Britain and America.

Slaves were very important for the development of plantations.

Because, slaves were very knowledgeable about the plants this meant the slaves could teach the plantation owners about the plants and how to grow popular plantations like tobacco which helped the plant owners to be knowledgeable about the plants and keep them growing if in the future they had to grow them themselves, keeping their business's going.

Also, slaves were very important for the development of plantations because the slaves grew the plantations themselves, the slaves

came over to grow the plantations, the slaves worked pretty much all day and everyday on the plantations, so the plantations were well looked after and grown properly by the slaves, this gave ~~the~~ plantation owners good crops due to the 24/7 care slaves had to spend working on

overall the slaves were very important in the development of plantations because they had knowledge and knew how to grow the popular crops like tobacco which no one else (slave owners) knew how to grow properly; which gave plantation owners the best crops. However during the slave rebellion ^{some} ~~at~~ of the plantations got ruined

Examiner Comments

This response was awarded Level 2, 5 marks.

The answer has some explanation with an attempt an analysis, recognising the slaves could 'teach... about the plants' in the first paragraph and in the second paragraph, claiming that their work was the key factor in the development of the plantations (AO2); it also contains some relevant knowledge (AO1) with the reference to 'tobacco' and being 'very knowledgeable'. This means with both AOs in Level 2, the overall mark is the top of Level 2.

Response 2

- The importance of slavery for the development of plantations.
- The importance of the Enlightenment for cultural developments in British America.
- The importance of the Stamp Act (1765) for relations between Britain and America.

The Enlightenment itself was an intellectual movement, ^{but influenced} for churchmen, philosophers and scientists. It had involved three main parts which was religion, the belief that God existed but wasn't a part of life. Science, ^{now} they should study the natural order. In politics, that the government should get more involved in the colonies lives. The Enlightenment helped people discover, and question long-held ideas about the church and society as a whole.

~~The set up of more colleges was~~ The improvement of Education was a main feature in the Enlightenment. The increase in colleges in British America, ~~like~~ like Princeton and King Georges college had helped ~~colonists~~ people to spread ideas and knowledge. The increase in more public schools in New England as well, which provided basic education helped with cultural developments. The increase in private schools, ~~and~~ more schools in southern colonies, and private tutors for girls had also been helpful for cultural development. A main change in the education system was the curriculum, were before it was more religion based, now introduced subjects like Maths, English, Science, History and many more. This had

helped with cultural developments, because people had to learn subjects they never could in their times.

The increase in newspapers and pamphlets had also helped with cultural development. The newspapers had written things that encouraged Enlightenment ideas, and it gave news about what was happening in the colonies. The use of pamphlets were also very influential because they were very accessible as they were cheap, provided practical information as well as pictures and practical knowledge. The use of newspapers helped people get up to date with things about cultural developments, and pamphlets were very useful as they were usually passed around after read, which further spread Enlightenment ideas.

The opening of subscription libraries, which had books which ranged from science, love books and practical books. These books were based on enlightenment ideas, which further helped with cultural development.

Examiner Comments

This response was awarded Level 3, 8 marks.

The candidate has provided an explanation of the importance of the Enlightenment for cultural developments in British America, focusing on 'the improvement in education', with the assessment that education led to the 'spread [of] ideas and knowledge' making the AO2 Level 3. The knowledge used to support the analysis is detailed, with examples such as the reference to 'Princeton' and changes to the curriculum, and this means the AO1 is a secure Level 3. 'Best fit' marking means that overall the answer is placed at the top of Level 3.

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