



Pearson
Edexcel

GCSE (9–1) History

Exemplars
Summer 2022

Paper 2
Period Study





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Introduction

This exemplar booklet has been created using student responses from the summer 2022 examination in GCSE History Paper 2. This booklet is designed to supplement the Examiner Reports published in August 2022, which can be found [here](#).

This booklet covers:

- **Option P1:** Spain and the 'New World', c1490–c1555
- **Option P2:** British America, 1713–83: empire and revolution
- **Option P3:** The American West, c1835–c1895
- **Option P4:** Superpower relations and the Cold War, 1941–91
- **Option P5:** Conflict in the Middle East, 1945–95.

It is recommended that teachers look also at examples from options that they do not teach, as sometimes they illustrate different points that are relevant across all options.

There are answers from two questions for each option, which have been chosen as they are often questions that students find challenging:

- **Q2** narrative analysis
- **Q3** explain the importance

The indicative content for the levels-based questions are not included in this document, so please refer to the relevant question papers and mark schemes, which can be found [here](#).



Access to Scripts

Use our **free** [Access to Scripts](#) service to view your students' marked exam scripts. The service is available from results day until mid-December each year, but remember to get your students' permission to use their scripts in advance.

This [case study](#) with a GCSE History centre suggests how you can use Access to Scripts to understand student performance, gain professional development in your department, give you model answers for use in the classroom, and motivate and encourage students.

ResultsPlus data

ResultsPlus and Access to Scripts complement each other. ResultsPlus is a useful tool for analysing your students' performance. More information on its range of features, including a step-by-step guide, is available [here](#).

After each full exam series, we provide the global data for every question on every option: average marks overall and also by each grade. The global data is downloaded from ResultsPlus and tidied up.

	A	B	C	D	E	F	G	H	I	J	K
1	GCSE History June 2022 Results Plus data for each paper										
2	1HIA							Edexcel averages by grade:			
3	Question	Question type	AO	Average score	Max score	Percent		9	%	8	%
37	Period studies P1-P5										
38	P1 SPAIN AND NEW WORLD										
39	Q01	Explain two consequences of...	AO1/AO2	4.21	8	52.6%		7.22	90.3%	6.84	85.5%
40	Q02	Write a narrative account analysing...	AO1/AO2	3.98	8	49.8%		7.12	89.0%	6.00	75.0%
41	Q03Ans1	Explain the importance of x for y	AO1/AO2	5.44	8	68.0%		7.63	95.4%	7.28	91.0%
42	Q03Ans2	Explain the importance of x for y	AO1/AO2	4.88	8	61.0%		7.59	94.9%	7.28	91.0%
43	Total			18.51	32	57.8%		29.56	92.4%	27.40	85.6%

The spreadsheets can be downloaded from the Edexcel website [here](#): look under the 'Guide' dropdown. You'll need your [Edexcel Online](#) login to access the files – please ask your Exams Officer if you don't have an Edexcel Online account.

Below are extracts from this data, showing how students performed on questions 2 and 3 on Route 1HIA in the summer 2022 exam series. The extracts give the average marks for all students on each question, plus the average marks for students attaining grades 9, 7 and 4 in the overall qualification.

Please note that, because of optionality, two routes were available, 1HIA and 1HIB, and the data for these is provided separately in 2022. Approximately 80% of students were on the 1HIA route, and 20% on 1HIB; the average marks on the 1HIB route are similar. Also, note that ResultsPlus is unable to differentiate between the three options on question 3, and the data is presented as Answer 1 and Answer 2 in students' scripts.

On question 2, the overall average was mid Level 2; students attaining grades 9, 7 and 4 were on average being awarded high Level 3, borderline Level 2/3, and borderline Level 1/2 respectively.

Qu.2	Total	Avg (all)	%	Grade 9 ave	%	Grade 7 ave	%	Grade 4 ave	%
Spain (1HIA)	8	4.0	49.8%	7.1	89.0%	5.8	72.4%	2.8	34.6%
Brit Am (1HIA)	8	3.0	37.4%	7.5	93.8%	5.3	66.4%	1.7	21.6%
Am West (1HIA)	8	3.7	46.0%	6.9	86.8%	5.3	65.6%	3.2	39.4%



Qu.2	Total	Avg (all)	%	Grade 9 ave	%	Grade 7 ave	%	Grade 4 ave	%
Cold War (1HIA)	8	3.9	49.0%	7.4	92.6%	5.6	69.9%	2.8	34.4%
Mid East (1HIA)	8	3.5	43.5%	7.4	92.6%	5.8	72.9%	2.1	26.0%
All five options	8	3.8	47.9%	n/a	n/a	n/a	n/a	n/a	n/a

On question 3 (Answer 1), the overall average was mid Level 2; students attaining grades 9, 7 and 4 overall were on average being awarded high Level 3, low Level 3, and low Level 2 respectively.

Qu.3 (Ans1)	Total	Avg (all)	%	Grade 9 ave	%	Grade 7 ave	%	Grade 4 ave	%
Spain (1HIA)	8	5.4	68.0%	7.6	95.4%	7.1	88.1%	5.0	62.5%
Brit Am (1HIA)	8	4.0	49.8%	7.7	95.9%	6.1	75.8%	2.3	29.1%
Am West (1HIA)	8	4.3	54.0%	7.3	91.8%	6.0	74.4%	3.9	48.9%
Cold War (1HIA)	8	4.0	50.4%	7.5	93.1%	6.0	75.1%	2.8	34.9%
Mid East (1HIA)	8	5.5	68.9%	7.6	94.9%	7.2	90.5%	4.4	54.8%
All five options	8	4.2	51.9%	n/a	n/a	n/a	n/a	n/a	n/a

On question 3 (Answer 2), the overall average was low-mid Level 2; students attaining grades 9, 7 and 4 overall were on average being awarded high Level 3, borderline Level 2/3, and borderline Level 1/2 respectively.

Qu.3 (Ans2)	Total	Avg (all)	%	Grade 9 ave	%	Grade 7 ave	%	Grade 4 ave	%
Spain (1HIA)	8	4.9	61.0%	7.6	94.9%	6.7	84.3%	4.1	51.5%
Brit Am (1HIA)	8	3.2	40.3%	7.5	93.8%	5.7	71.1%	0.9	11.6%
Am West (1HIA)	8	3.6	45.3%	7.3	91.5%	5.5	68.8%	2.8	35.3%
Cold War (1HIA)	8	3.4	42.3%	7.2	90.3%	5.4	67.1%	1.9	23.8%
Mid East (1HIA)	8	5.0	62.3%	7.5	93.4%	6.9	85.8%	4.0	50.0%
All five options	8	3.5	43.6%	n/a	n/a	n/a	n/a	n/a	n/a

Number of students sitting each option on Route 1HIA: Spain and 'New World' 307; British America 109; American West 8,678; Cold War 17,336, Middle East 229.



Question 2

Analytical narrative questions will always focus on a period containing events or ideas that can be perceived as a sequence; this could cover a number of years or a shorter period. Students should be clear about the time span of the question to ensure they cover an acceptable range and what it is the narrative is designed to analyse.

The stimulus points are chosen to prompt coverage of the chronology or key features of the narrative, acting as useful reminders to students of signposts along the narrative. In their answer, students should show that they have considered three aspects of content.

Levels are awarded for both AO2 (analysis of second-order concepts) and AO1 (knowledge and understanding). A best fit mark is awarded for the answer as a whole.

It is vital that students understand the concept of narrative, with the sense of a beginning, development and end, rather than producing three paragraphs which are not directly linked. Students should not only describe what happened, but also find connections and make sense of events so that there is analysis of why events unfolded in the way that they did (causation, consequence and change).

Generic 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>



Question (Spain)

- 2 Write a narrative account analysing Montezuma's actions during the conquest of Mexico by Cortes (1519–20).

(8)

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

- Tenochtitlan
- Catholic symbols

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

Student A (Spain)

Firstly, upon arrival of the Spanish, the Aztec leader Montezuma's greeted and welcomed the Spanish by gifting them with tributes. This however the Spanish however saw this as an indication that the natives would be ~~easy~~ easy to conquer and enslave due to there hospitality.

Furthermore, this lead to the Spanish becoming hostile and demanding the native's to follow catholicism and christianity. Montezuma was against the ~~conversion~~ demand of conversion. This as a result lead to the killing of Montezuma and the Spanish putting up Catholic symbols in Mexico. In They did this so they could finally have their ~~control~~ ~~monopoly~~ monopoly of spreading christianity to the natives.

Examiner commentary

Level 2 - 4 marks

The response shows a sequence of events leading to an outcome with Montezuma's initial welcoming of the Spanish followed by hostilities arising over demands for conversion to Catholicism and the eventual killing of Montezuma. The response meets the criteria for AO2 at Level 2. For AO1 the response shows some knowledge and understanding of events for Level 2. There is some limited material beyond the stimulus points on Montezuma's greeting of Cortes, but the overall amount of accurate and relevant information added is weak. The response overall was placed in mid Level 2 as it only fulfils part of the AO1 strand of the mark scheme for Level 2. More analysis of the linkage between events and more accurate and relevant information would be needed for Level 3.

Student B (Spain)

Montezuma II was the emperor of the Aztec empire that covered ~~center~~ most of central Mexico. His actions assisted in Cortes' conquest over Mexico.

When hearing the arrival of the Spaniards, Montezuma sent spies to keep an eye on ~~the~~ Cortes and his men. Some native tribes thought that Cortes and the Spaniards must be returning gods. ~~as their~~ why the ~~to~~ native people thought ~~to to~~ this is because one of their gods vanished in the sea - where Cortes had arrived - and one day would return. Sending spies emphasises that ~~Monten~~ Montezuma does not ~~has~~ trust the Spanish. As a result, Montezuma sends representatives in that told Cortes that the Aztec emperor ~~want~~ wants to meet.

The Aztec emperor says to go ~~to~~ ^{through} Cholula ~~a~~ Cholula and then to Tenochtitlan. Cholula was not heavily fortified with warriors; it was a religious city and many ~~at~~ Aztecs believed their gods would protect them. ~~The~~ Montezuma told his

people to ~~not~~ not attack the Spanish. The Aztecs did not listen and attacked ~~the~~ Spanish Cortes and his men. As Thus, this would be called the Massacre at Cholula, and the entire of ^{the city of} Cholula was destroyed. From there the Spaniards ~~continue~~ continued their journey through the Aztec empire, shortly arriving at Tenochtitlan.

When they arrived at Tenochtitlan, Montezuma treated the Spanish as like royalty; they were welcomed with gifts. Cortes' interpreter ~~in~~ Malinche said that ~~the~~ To take over the city Cortes threatened the Aztec people that they would kill their emperor. ~~They~~ ^{Therefore, this} forced Montezuma to act like a puppet ruler - meaning he was told by the Spanish what to do. As a result, ^{Montezuma} ~~Montezuma~~ formally acknowledged Charles I ~~as~~ as his ruler. Pictures of virgin Mary was put on ^{the Aztecs} ~~the~~ ^{holy} temples, emphasising that the ~~Spain~~ ^{Aztec} gods were not as ~~superior~~ superior.

Montezuma was forced into ~~doing part~~ listening and obeying the Spanish. Later resulting to his death by his own people. The Spanish were able to conquer Mexico with the (Total for Question 2 = 8 marks)

help of Montezuma's actions. Cortes stole religious objects made from gold and saying they had a more superior god. ~~This also created resentment~~ ^{This created resentment towards the Spanish}

Examiner commentary

Level 3 - 8 marks

There is a clear sequence of events leading to an outcome with an analysis of linkage between them with 'when hearing the arrival of the Spaniards' in the second paragraph, 'The Aztecs did not listen and attacked', 'From there the Spaniards continued', in the third paragraph, 'as a result' in the second and fourth paragraphs and in the last paragraph with 'Montezuma was forced' and 'later resulting'. Accurate and relevant information beyond the stimulus points is included to show good knowledge and understanding such as the use of spies, Tenochtitlan, the massacre at Cholula and the acknowledgement of Charles I as ruler. The response is therefore high Level 3 as all the requirements for both AO1 and AO2 have been met.



Question (British America)

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

(8)

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

- First Continental Congress
- Olive Branch Petition

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

Student A (British America)

The First Continental Congress in 1774 meant that Americans were wanting independence from the British. By creating their first Continental Congress it showed how the British and American relations were deteriorating and therefore increasing ~~pressure~~ tension between the two. The Stamp Act of 1774 also showed this. The stamp act allowed the British to have a say on America's stamps which further showing America's lack of ~~independence~~ independence. Both events show how between 1774 and 1775 the relations between Americans and the British declined massively due to the tension created. The Olive Branch petition in 1775 ~~meant that~~ showed that America were wanting independence from the British.

Examiner commentary

Level 2 - 4 marks

The student has provided a narrative of some key points of the period. However, it is not in full chronological order, with only some organisation and some analysis of the linkage between events, for example 'British and American relations were deteriorating', making the AO2 low Level 2. The AO1 is also Level 2 with some knowledge, such as reference to the Stamp Act, which does take the answer beyond the stimulus points. However parts lack understanding, such as what the Stamp Act meant. Overall the answer is mid Level 2.



Student B (British America)

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

(8)

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 over the British America. 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 that, 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 soured in the years 1774-1775.

Examiner commentary

Level 3 – 7 marks

A narrative is given with sequence, leading to an outcome, although the sequencing is not always clearly linked, which slightly weakens the quality of the answer. Statements such as 'slightly before this', mean that the narrative is not completely clear, making the AO2 low Level 3. There is accurate and relevant knowledge, such as the names of those at the meetings, which takes the answer beyond the two stimulus points, making the AO1 Level 3. Overall, it is low Level 3 for AO2 and secure Level 3 for AO1, making the best fit mark mid Level 3.



Question (American West)

- 2 Write a narrative account analysing the ways in which the cattle industry changed in the years c1876–c1890.

(8)

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

- overstocking
- winter of 1886–87

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

Student A (American West)

Overstocking was when there were too many cows and not enough place to shelter them people bred too many cows, therefore the cows to buy were very cheap as there were so many. This led to cow towns such as Abilene, where cows were kept and bought and also used for meat. The fact there were so many meant ~~people~~ sold them many of them weren't bought, there were too many cows that eventually cows were worth nothing.

However the winter of 1886–87 meant that as there were so many cows, there wasn't enough shelter to shelter them from the cold, this led to many many cattle dying. This meant the cow population decreased and

the cows were worth more money. The cattle industry was then improved as cows could then be bought for more money.

Examiner commentary

Level 2 - 4 marks

The student has provided a narrative which has some organising of material into a sequence, with some analysis of linkage such as 'therefore the cows to buy were very cheap'. However, this is not consistent, making the AO2 Level 2. Accurate and relevant information is added, showing some knowledge and understanding of the events. However, it does not go beyond the stimulus points provided and therefore the answer is capped at mid Level 2.



Student B (American West)

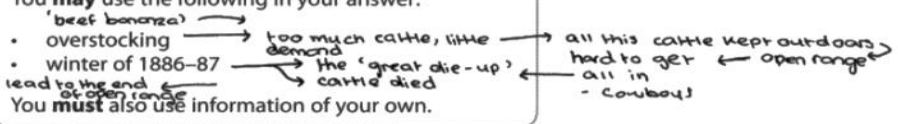
2 Write a narrative account analysing the ways in which the cattle industry changed in the years c1876-c1890.

(8)

You may use the following in your answer:

- 'beef bonanza'
- overstocking
- winter of 1886-87

You must also use information of your own.



In the years 1876-1890, the cattle industry began to ^{boom and} decline.

~~After~~ After the civil war ended in 1865, people realized that, where cattle had been left unattended in Texas, the population of Texas longhorn had sky-rocketed. This led to a "beef bonanza" ^{in the east} soon after which followed into the 1870's. Cattle ranchers however overestimated this demand which led to overstocking - meaning they also now had way too much cattle than they could sell. This wasn't an issue for where to keep them during the spring and summer months as they were able to roam 'open range' farms. This however led to issues in the winter of 1886-'87 ~~where~~ which was particularly bad as they couldn't get all the cows somewhere safe meaning that when the cold came, cattle died.

This led to the winter of 1886-87 being labelled the "great die-up". Many ranchers afterwards were left to face the problem that for many, the vast majority if not all their cattle died.

This led to two things: firstly, it led to the end of the open range so that next time, the cowboys could easily find and round up all their cattle; and secondly, the "great die-up" led to conflict between ranchers and homesteaders (who lost far less cattle that winter than the ranchers) - this conflict eventually led to events such as the lynching of Ella Watson and Jim Averill (accused of cattle rustling) in 1889 and the Johnson county war in 1891.



Examiner commentary

Level 3 – 8 marks

The student has given a narrative with a clear sequence of events, leading to an outcome. The account of events analyses the linkage between the events, such as '*overestimated this demand*' and is coherent and logically structured, making the AO2 Level 3. There is accurate and relevant knowledge such as 'the great die up' to support the analysis, making the AO1 Level 3. Overall, the narrative has achieved secure Level 3 for both AO1 and AO2, hence applying best fit results in a mark at the top of Level 3.

Question (Superpower Relations)

- 2 Write a narrative account analysing the key developments of the Cold War crisis over Berlin in the years 1958–63.

(8)

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

- Khrushchev's Berlin ultimatum (1958)
- construction of the Berlin Wall (1961)

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

Student A (Superpower Relations)

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

- Khrushchev's Berlin ultimatum (1958)
- construction of the Berlin Wall (1961)

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

All allied soldiers, workers, leave Berlin. Separated East and West. Overnight, barbed wire 2-3 weeks, concrete 12 feet tall.

~~Khrushchev~~ The key development of the Cold War crisis over Berlin in the years 1958-63. One development is the Khrushchev's Berlin Ultimatum. This was when Khrushchev announced to the whole of Berlin, that all allied soldiers, workers, believers of the Triuma (UK, USA and France). This caused pressure on the allied group as they didn't know what to do. This event also shows that the USSR are stronger than the USA as they are in charge of the situation.

Another development was that most of the East Berliners (USSR side) would get jealous of the West Berliners (USA side) because they had a better life. More modern, more freedom and better standards of life. This would persuade many East Berliners to travel to the West Berlin or no one could stop them. This would lead to



The population of East Berliners would decrease as the population of West Berliners would increase. This would have a negative impact on USSR as it was embarrassing that they couldn't keep people happy and that they had to move.

The USSR would then create a wall around West Berlin to counter the embarrassment of East Berliners travelling to the West. They built a standard barbed wire wall overnight and it was heavily guarded with armed police. They would shoot anyone that tried to travel between the wall. The wall would continuously get improved throughout the next couple of weeks. It turned into a 12 foot tall concrete wall, that would be impossible to travel from East to West.

This time period would show the World how ~~bad~~ bad and embarrassing Berlin was in the years 1958-63.

Examiner commentary

Level 2 - 5 marks

A narrative is given showing a sequence of events leading to an outcome with some analysis of the linkage between them with *'this caused pressure'*, *'that would persuade'* and *'then create a wall'*, but overall the response reads as a sense of separate events and developments without explicit linkage between them. Knowledge and understanding is shown which goes beyond aspects prompted by the stimulus points such as freedoms and standard of living. The response therefore fulfils all the criteria for both AO2 and AO1 at Level 2 and is awarded high Level 2. To reach Level 3 for AO2 the response would need more analysis of the linkage between events rather than stating *'another development'* and *'the USSR would then'* and to show good knowledge for AO1, for example, including the meetings held between the superpower leaders and/or Kennedy's visit to West Berlin.

Student B (Superpower Relations)

2 Write a narrative account analysing the key developments of the Cold War crisis over Berlin in the years 1958-63.

You may use the following in your answer:

- Khrushchev's Berlin ultimatum (1958)
- construction of the Berlin Wall (1961)

You must also use information of your own.

(8)
cause
U2 spy plane 1960
Brain drain (pre Berlin wall)
2. ch. bin cin Berliner
immediatly and a main cause

The first cause of the Berlin wall was Khrushchev's Berlin ultimatum - the "brain drain". This was where (pre wall) east Berliners were travelling and then staying in west Berlin in the millions. Khrushchev wanted to stop intellectuals leaving the Soviet union's influence and preventing scientific progress for the USSR.

This led to the Berlin ultimatum which ~~meant that~~ "asked" that the western powers leave west Berlin ~~however~~ ^{in 1958} ~~no~~ completely.

This led to a series of conferences between the two forces, however after the U2 spy plane ~~or~~ incident in 1960 the USSR ended negotiations. This meant that Khrushchev decided to build the Berlin wall in 1961. This ~~se~~ separated thousands of

families and caused many in east Berlin to further ~~to~~ ^{resent} the USSR.

However, it did end the "brain drain" which was Khrushchev's main goal. This happened as East Berliners ^{no longer} could travel to west Berlin without special permission.

Kennedy made a speech due to the Berlin wall and said that he'd rather a wall than a war. Which could mean he thought the wall at least prevented a third world war.



Examiner commentary

Level 3 – 8 marks

The narrative organises material into a clear sequence of events and shows linkage between them with '*Khrushchev wanted to stop*', '*after the U2 spy plane*', and '*this meant that*'. Accurate and relevant information is included which goes beyond aspects prompted by the stimulus points, such as the U2 spy plane, the 'brain drain' and Kennedy's speech. The response therefore fulfils all the requirements for Level 3 for both AO2 and AO1 and was awarded high Level 3.



Question (Middle East)

- 2 Write a narrative account analysing the key developments in the negotiations between Israel and the Palestinians in the years 1993–95.

(8)

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

- Arafat
- Oslo II (1995)

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

Student A (Middle East)

In 1993 Yasser Arafat made a speech to the UN where he ~~to~~ announced he was willing to make peace but will use violence if necessary. He represented this with an olive branch. This led to attitudes changing towards Palestine from Israel. Due to attitudes changing this led to Israel needing peace in order to secure its existence. In 1994 Oslo I was agreed however it had some policies that needed to be changed to better suit the making of peace between Israel and the Palestinians. This meant that a new agreement had to be made which led to the creation of Oslo II in 1995.

Examiner commentary

Level 2 - 5 marks

The student has provided a narrative which shows some organising of material into a sequence, with some analysis of linkage in phrases such as 'this led to attitudes changing'. However, some sections are merely a series of statements about events, rather than providing links, making the AO2 Level 2. Accurate and relevant information is added, going beyond the stimulus points, showing some knowledge and understanding of the events, such as reference to Oslo I. However, it lacks development as it merely states the Accords took place, without providing specific details, and therefore AO1 is Level 2.

Overall, the response is secure in Level 2 for both AOs, and therefore is placed at the top of the level.

Student B (Middle East)

- 2 Write a narrative account analysing the key developments in the negotiations between Israel and the Palestinians in the years 1993-95.

(8)

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

- Arafat
- Oslo II (1995)

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

Arafat was seen as a representative of Palestine and was given a standing ovation, he gave a speech to the UN expressing how Palestine was ready for peace talks and a two state solution. Due to suicide bombings by other extremist groups - Palestinian groups and the arrival of Hezbollah, Jihad, Yasser Arafat was seen as a lesser threat and a lesser evil and so Arafat was in a good position allowing Palestine to have a say in negotiations between Israel and Palestine. In addition, after Syria attacked PLO bases in Lebanon, Arafat refused reprisal and instead gave a speech where he held both an olive tree branch and a gun representing a drive for peace or defence. This showed Arafat was set on accepting Israel and a solution to peace.

Furthermore, after peace suggestions from both sides, with Israel's new government wanting to stop Intifada, peace visits and exchanges took place between Israel and Palestine which led to

the first Oslo ~~acc~~ ^{accords}. In the first Oslo accord, the consideration of a 2 state solution and vague territorial borders were discussed. Peace between Israel and Palestine was clear, and so it was agreed that Palestine would be given some land and Israel was open to negotiate.



In Oslo 11, clearer points were made with Palestine being given a percentage of ~~Palestine~~ Gaza with rest under military control, and over the next five years, military control would be reduced and ~~Gaza~~ Gaza would be under Palestinian control. Despite some opposition from Israelis and some Palestinians, it was clear that both sides were on equal terms regarding peace, and so the future of a 2 state country was not impossible.

Examiner commentary

Level 3 - 8 marks

The student has given a narrative with a clear sequence of events, leading to an outcome. The account of events analyses the linkage between the events, such as 'seen as a lesser threat' and the account throughout the second paragraph of the development of the Accords. The answer is coherent and logically structured, making the AO2 Level 3. There is accurate and relevant knowledge, going beyond the stimulus points, with reference to both Oslo Accords, and it also shows good understanding of the changing context and the role of Arafat, making the AO1 Level 3.

Overall, both AOs are secure in Level 3, making the answer the top of Level 3.



Question 3

Question 3 requires students to analyse the importance of an event/person/development, targeting the second-order concepts of consequence and significance.

The question focuses on what difference the event/person/development made in relation to situations and unfolding developments: the importance of x for y. This difference to 'y' that has been made by 'x' may be seen as positive, negative or both.

This question tests AO1 and AO2. Levels are awarded for both AO2 (analysis of second-order concepts; consequence/significance) and AO1 (knowledge and understanding). A best fit mark is awarded for the answer as a whole.

Students have to answer two out of the three parts; with each being marked out of 8. The exemplars provided focus on only one part per option.

Generic 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]



Question (Spain)

3 Explain **two** of the following:

- The importance of Columbus's expeditions to the Caribbean for Spain's foreign ambitions.

(8)

Student A (Spain)

Columbus expedition to the Caribbean and Barbados was to find gold to send back to Spain to help the Spanish government and establish good trade routes. The Caribbean was made up of smaller islands which could be captured as this was the main aim of the expeditions to build on the Spanish empire. Spain was rivals with France and I wanted to be the most ~~powerful~~ powerful country in Europe, this would be difficult without having discovered new lands to capture.

Another importance of the expedition was the wealth that could be given to Spain. Even though Columbus was not able to find gold nor silver in the Caribbean he had still discovered it meaning it could be used for Spain. Spain wanted to be above all foreign powers with their empire and needed areas to gain profit.

Examiner commentary

Level 2 - 5 marks

The response includes attempts to analyse importance of Columbus's expedition for Spain's foreign ambitions and some reasoning with comments such as *'to build an empire'*, *'the wealth that could be given to Spain'* and *'be above all foreign powers'*. This is supported with accurate and relevant information about Caribbean islands, Spain and France as rivals and Columbus being unable to find gold. The response therefore fulfils all the requirements for both AOs at Level 2 and is awarded high Level 2. To enter Level 3 the response would need to give more analysis of importance for AO2 and/or include more accurate and relevant information for AO1.

Student B (Spain)

Columbus first approached the Spanish crown in 1486, but was refused sponsorship. However, in 1491, he was sponsored thanks to Juan Peto (Isabella's personal priest), and Spain's ambition of expansion.

Columbus' expeditions were significant to Spain's foreign ambitions because by finding a Crusade abroad, they hoped to gain the Pope's support. This would strengthen Isabella and Ferdinand's legitimacy, proving their piety, and many monarchs relied on the Pope's support. The Spanish crown was able to sponsor Columbus because they had finished eradicating Muslims and Jews and had money and resources available in 1491. In his expeditions, Columbus would convert natives to Christianity, pleasing the Pope by fulfilling his mission. This was important for Spain's monarchs because Spain was a new country, formed in 1479, and they felt the need to prove themselves.

Moreover, Columbus' expeditions to the Caribbean were significant for Spain's foreign ambitions because they settled the rivalry with Spain's Portugal. Portugal had already reached the Cape of Good Hope and the Islands Azores and Madeira, so Spain wanted to settle the score and prove they were the best. Moreover, the financial prospect of finding a sea route to the Spice Islands would allow Spain to invest in their military, making a name for themselves in Europe and allowing for further expansion. Significantly, the Treaty



of Tordesillas ~~in~~ 1494 allowed Spain to keep
the new world. ^{and proved the Pope supported Spain.} This was important as it
boosted their wealth and allowed them to
emerge as the dominant power in Europe.
Columbus' expeditions were the base for more
exploration and settlement in the new world, which
Spain eventually developed in an Empire.

Examiner commentary

Level 3 - 7 marks

The first part of the response sets the context for Spain's support for Columbus's voyage, but this is not directly focused on the importance of Columbus's expeditions for Spain's foreign ambitions. The second page, however, gives a more focused analysis of the consequences of Columbus's voyage, covering importance in terms of settling the rivalry with Portugal, allowing Spain to invest in its military and boosting Spain's wealth. Accurate and relevant information is included with references to the Cape of Good Hope, the Azores and the Treaty of Tordesillas. The response reaches Level 3 for AO2. For AO1 the response meets part of the requirements for Level 3 with good knowledge and understanding, but not all the information is relevant. The overall award was therefore placed in mid Level 3.



Question (British America)

3 Explain **two** of the following:

- The importance of piracy for British trade in North America.

(8)

Student A (British America)

Piracy caused many issues in trade, generally as pirates, products did not have tax as they were often taken from the store. This cost Britain a large amount of money but kept black market prices quite low for the Americans that would buy these pirated products.

Examiner commentary

Level 2 - 3 marks

There is attempted analysis for AO2 in terms of reference to costing Britain money and keeping the black market prices low, without explaining how piracy specifically links to trade; instead it is implied, which makes it Level 2. In terms of AO1, knowledge is vague and limited, such as pirated products didn't have tax, without giving any specific details, which makes it Level 1. Overall a best fit approach results in an answer at the bottom of Level 2.

Student B (British America)

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

One pirate, Edward 'Blackbeard' Teach stole ~~flock~~ ^{worth of goods} 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 ~~at~~ 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 ~~Ric~~ rich merchants became even richer.



Examiner commentary

Level 3 - 8 marks

An explanation is given, with analysis of importance of the impact of piracy specifically on trade, such as *'trade suffered'* due to the fact items never arrived in America because of the piracy and the reference that piracy *'created fear'*, linked to an unwillingness of merchants to sail into American water; this makes the AO2 Level 3. The AO1 is Level 3, with good knowledge of the period demonstrated, such as the reference to Blackbeard and blockading Charlestown, which is used to support the explanations. Overall both AOs are clear Level 3, hence the answer is awarded a mark at the top of Level 3.

Question (American West)

3 Explain **two** of the following:

- The importance of the Gold Rush (1849) for migration to the West.

(8)

Student A (American West)

The discovery in Gold in Sutter's Saw Mill in 1848 meant there was lots of money to be made in the West. This meant lots of people would migrate west as they wanted to be rich. And even if they did not find Gold they settled in the West as barbers, doctors and many other jobs. This led to lots of migration and settlement in the West as greed ~~draws~~ draws lots of people. The Gold rush took hundreds of people through the Oregon trail to California for Gold sharing. Migration to the West was mostly due to the 1849 California Gold rush.

Examiner commentary

Level 2 - 5 marks

Some explanation is given, with attempted analysis of the importance of the Gold Rush, such as people wanting to make money, but there is only implied analysis of its importance for migration and the explanation is not consistent, making the AO2 Level 2. There is some knowledge and understanding demonstrated, but it lacks detail, making the AO1 Level 2. The answer has achieved secure Level 2 for both AOs, resulting in a best fit at the top of Level 2.

Student B (American West)

The ~~gold~~ Gold Rush was important because it increased migration to the West. Gold was found in Sutter's Mill, California in 1848, which caused mass migration to California in 1849. It meant that California's population went from 8,000 to 300,000 almost instantly. This led to an economic boom in California, ~~and also~~ because migrants were spending money in California. It also meant that California's cattle industry rapidly grew, due to more migrants settling there. In 1852, ~~due~~ due to a famine in China, the population of the Chinese went from 2,000 to 20,000. This mass migration of the Chinese was caused by the Gold Rush, as many people hoped for gold to start ~~again~~ anew. This mass migration also led to increased racism and lawlessness. The Gold Rush led to ~~more~~ migration to the West due to the appeal of becoming rich

and seeing the success of others. It was also important to migration as trails went directly to California. Although not many people found gold, it increased settlement ~~in~~ in the West as many people stayed in the West and formed gangs as unemployed people. This would further increase migration West due to the ever-growing population and thriving industries in the West, which were first caused by the Gold Rush, which would be appealing to eastern farmers and businessmen, so they may also migrate.



Examiner commentary

Level 3 – 8 marks

The student has given several points of explanation, with an analysis of the importance for migration, rather than simply the importance of the Gold Rush overall. For example, the reference to '*mass migration*' as a consequence of the Gold Rush, and the emphasis on the speed of the increased settlement of the West, makes the AO2 Level 3. The AO1 is Level 3, with good knowledge and understanding of the period being demonstrated to support the explanations, such as the references to California, trails and Chinese migration. Overall, the answer is secure in both AOs at Level 3, and therefore the best fit is at the top of Level 3.

Question (Superpower Relations)

3 Explain **two** of the following:

- The importance of the arms race in the years 1949–58 for the development of the Cold War.

(8)

Student A (Superpower Relations)

The importance of the arms race in years 1949-58 for the development of the cold war was significant. It increased tensions between the two sides as they were always trying to intimidate each other with their militant power. They would be in competition with another and this led to the amount of nuclear ^{weapons} atomic bombs on each side to increase and make the risk for the cold war to be more ^{open to} ~~happy~~ ^{happening}. As well as this they were in competition for who goes to the moon, the USSR being the first to send a person out to space however the USA being able to send the first person to the moon. This ~~is~~ rivalry would lead the opposition to think and prepare for any wars by recruiting and joining forces with other countries, in turn making

~~to~~ the other side to think and prepare for a war. In addition to this, the arms race added to the development of the cold war as the increase of building weapons, army military power showed to the other countries and may have posed a threat and in response they would build theirs to not seem weak. This would ultimately lead to a war as the weapons have to be used somewhere and ^{leads to the countries} ~~the~~ ^{seeing each other as} rivalry.



Examiner commentary

Level 2 – 4 marks

The response shows an attempt to analyse the importance of the arms race 1949–58 for the development of the Cold War with comments such as *'it increased tension'*, *'trying to intimidate each other'*, *'prepare for war'* and *'posed a threat'*. Some understanding of the period is shown, but there are few details, while the knowledge on the first moon landing is outside of the time frame of the question and cannot be credited for AO1. The response is therefore mid Level 2 as it meets the requirements for AO2 at Level 2 and part of the Level 2 AO1 strand of the mark scheme.

Student B (Superpower Relations)

One reason why the arms race in the years 1944-58 was important for the development of the Cold War was because of mutually assured destruction. In 1944 the USSR had tested its first atomic bomb. In 1952 the USA had developed the first hydrogen bomb and the USSR developed it in 1953. In 1957 ICBMs were developed by the USA. The rapid development of nuclear weapons and increase in the amount of nuclear weapons became more of a deterrent of ~~war~~ ~~rather than~~ as by 1958 both sides had enough weapons to completely obliterate their rivals. Both sides were aware of this mutually assured destruction and this arguably lowered tensions in the Cold War as the USA and USSR didn't want on all-out nuclear war where both sides get destroyed.

Moreover, another reason why the arms race was important for the development of the Cold War was because of the increase in cost. As more nuclear weapons developed, the cost of these weapons increased. The US and USSR both were spending billions of dollars on an attempt to out-gon their rival. However, as costs of the arms race increased, other things decreased. For example, living standards in the USSR decreased and its economy was starting to break down.



The USA was also feeling pressure from the public about spending money on weapons as there were other problems (such as civil rights) which needed attention. As such the development of the arms race would later become a cause of decrease in tensions due to both the USA and USSR not needing more weapons and needing to use money for other issues like poverty. The arms race simply drained economic supplies from both countries.

Examiner commentary

Level 3 - 8 marks

The response gives an analysis of the importance of the arms race 1949–58 for the development of the Cold War with comments such as *'became more of a deterrent'*, *'increase in cost'* and *'attempt to cut out their rival'*. Accurate and relevant information within the timeframe in the question is included with references to the hydrogen bomb, ICBMs and living standards in the USSR. The response therefore fulfils all the requirements for Level 3 for both AO2 and AO1 and can be awarded high Level 3.



Question (Middle East)

3 Explain **two** of the following:

- The importance of the PFLP airplane hijacks (1970) for international attitudes towards the Palestine issue.

(8)

Student A (Middle East)

The PFLP airplane hijacks were very important for ~~international hijacks~~ international attitudes towards the Palestine issue. ~~The reason~~ One reason for this was because these airplane hijacks made most other country's feel sympathy towards the ~~Palestine issue~~ Palestinians since they were going through much struggle and the only way they could get attention was through committing bad acts.

Another reason why the PFLP airplane hijacks were important was because it made other country's give support to Palestine. Since people in other country's felt ~~more~~ upset because of the Palestine issue, this made international attitudes change and caused different country's to give Palestinians support.

Examiner commentary

Level 2 – 5 marks

Some explanation is given, with attempted analysis of the importance of the PFLP in relation to international relations, such as gaining attention, making other countries feel sympathy for the Palestinians and offer support. However, it is not fully explained why people would feel sympathy, making the AO2 Level 2. There is some knowledge and understanding demonstrated, such as 'only way they could get attention', but it lacks detail, making the AO1 Level 2. Overall, both AOs are secure in Level 2, making the response top of Level 2.

Student B (Middle East)

One importance of the PFLP airplane hijacks of 1970 was that it led to negative publicity & attitudes towards the Palestinian issue. After a group of Palestinians hijacked 4 planes flying 3 of them to Tel Aviv & taking some of the passengers as hostages, ~~then~~ ^{they then} bombed the planes in front of worldwide publicity. This led to worldwide condemnation of the actions of the Palestinian group & many saw them as terrorists. This meant that people were feeling more sympathy towards the Israelis which was ~~totally~~ ^{the total} opposite of what the Palestinians wanted to achieve. As a result, international attitudes towards the Palestinian issue was not at its best & they had to come up with a solution to solve this.

Another importance of the PFLP plane hijack is that it led to the PLO being expelled out of Jordan. After the incident of the bombing of the planes, King Hussein of Jordan was put in a

very bad position. The planes were ~~not~~ not his but planes of the US, Britain & Swiss & so he had to apologise to these states, however, it did not differ & his relations internationally were temporarily wrecked. This led to him ordering his soldiers to evict the PLO bases & by 1971, the PLO was completely expelled out of Jordan. As a result, the PLO had lost its base in Jordan & had to move to Lebanon. However, international attitudes towards the Palestinian issue was not on the PLO's side as they saw that they were terrorists, but there was a worldwide need of finding a solution ~~to~~ to the ongoing problem.



Examiner commentary

Level 3 – 8 marks

The student has given an analysis of importance of the airplane hijacks for international attitudes towards the Palestine issue. Points such as there being more sympathy for the Israelis and the PLO being forced to move from Jordan directly link international attitudes to the hijack, making the AO2 Level 3. The AO1 is Level 3, with good knowledge of the period demonstrated, such as reference to specific details of the attack and the reaction of King Hussain. Overall, both AOs are secure in Level 3, making the answer overall at the top of Level 3.