



Examiners' Report June 2023

GCSE History 1HI0 P2

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June 2023

Publications Code 1HI0_P2_2306_ER

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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 simple or generalised comments to analytical explanations which show a line of reasoning that is coherent, logical, and sustained.

Q1 focuses on consequence, requiring candidates to explain two valid consequences. Candidates are expected to explain 'what happened as a result of the given event, development etc'. (2 x 4 marks).

Q2 focuses on analytical narrative and the concepts causation, consequence, and change. The question includes two stimulus points and focuses on a specific time period containing events, developments or ideas that can be analysed as a sequence of events. (8 marks).

Q3 focuses on significance by asking candidates to explain the importance of an event/person/development in relation to situations and/or unfolding developments. Here candidates are expected to explain 'what difference did the event/person/development make' to the identified situation and/or unfolding development. Candidates answer two questions from a choice of three. (2 x 8 marks).

Centres are reminded that the indicative content in the mark scheme does not imply what must be included in a response nor does it give any expectation as to how candidates are expected to structure their responses .

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

Question 1

In Q1 candidates were asked to provide two valid consequences of the Enlightenment. There are 4 marks available for each consequence. This implies a link between the stated event and the consequential events or developments that are identified by the candidate. Candidates should make sure that they show how these events / developments happened as a result of the Enlightenment and not merely subsequent to it. This explanation should be supported with specific information showing good knowledge and understanding (AO1). Most candidates understood the second-order of concept of consequence, although a disappointing number confused the Enlightenment with the Great Awakening. Those that did well displayed strong knowledge about Benjamin Franklin's involvement towards the Enlightenment. Education, universities and the growth of public libraries was a common answer used by students for this answer. Some candidates merely rephrased the same consequence twice and as such were only awarded for one of them. A limited number of candidates left the question blank.

This is a Level 1 answer.

1 Explain **two** consequences of the Enlightenment for British America.

Consequence 1:

A lot more knowledge was spread around America, for example Almanacs were produced covering a lot of information available to all such as gardening and food etc.

Consequence 2:

The enlightenment ~~was~~ seperated America from Britain. ~~And~~ The colonists / America did not want to be ~~under~~ under British rule and the majority wanted to be independent, thus causing seperation.



For consequence 1, the candidate has provided a simple comment regarding the spread of more knowledge with generalised information about Almanacs, making it Level 1. For consequence 2, the candidate has some analysis with a valid consequence – ‘wanted to be independent’ – but without any rewardable knowledge demonstrated in support, thus making it Level 1. Therefore, the response is Level 1 for both consequence 1 and consequence 2.



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

Question 2

In Q2 candidates were asked to provide an analytical narrative of the key events of the American War of Independence in the years 1775-81. There was an improvement in the approach to the narrative question, however, there needs to be more work on the connection between events that enable a narrative to be analysed. 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. Successful answers were able to distinguish key events and had an understanding that the US gained independence. The First Continental Congress was a common event described, but then led on to the Second Continental Congress and answers analysed the clear differences. The two main battles that answers focused on were Saratoga and Yorktown. The role of Thomas Jefferson and Benjamin Franklin was often used to describe the ideas of US wanting to pursue independence. Common misunderstandings were students writing about the build-up to the war and not the war itself. There were some very good answers where candidates had clearly revised the unit thoroughly, but it was disappointing to see that there were a limited number of candidates who did not attempt this question.

This is a Level 2 response

2 Write a narrative account analysing the key events of the American War of Independence in the years 1775–81.

(8)

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

- Second Continental Congress
- Yorktown (1781)

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

The American war of Independence happened because the colonists had begun to despise the British after the several acts that required huge amounts of taxing which ^{caused the} phrase 'no taxation without representation'.

During the second Continental congress, the 13+ different colonies agreed that something must be done about the unfair taxation and ^(British) soldiers being put on guard. They began to devise a plan to kick the British out and become independent.

During the Enlightenment, several brochures and declarations were made such as the Declaration of Independence. They stated that all colonies wished to be separate from ~~Britain~~ Britain (independent) after being taxed so much to make up for the French Indian war.

Finally, in York-town, the ~~13~~ colonies were grouped together in one final attempt to end the war. They took over the harbour by attacking the British.

occupying it and finally, took over the huge galleys of
tea bags / tea and threw it into the ocean in one
final act of rebellion.



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Examiner Comments

The candidate has provided a response which has some organisation of the material and has some analysis of the links between events, but it is not consistent. In terms of knowledge, there is some information in relation to reasons for the Congress – ‘no taxation without representation’ and there is also an underlying understanding. Therefore, both AOs are placed in Level 2.



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Examiner Tip

Candidates need to ensure they utilise language which helps analysis of the links between the events and not simply list the events one after the other.

This is a Level 3 response

2 Write a narrative account analysing the key events of the American War of Independence in the years 1775–81.

(8)

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

- Second Continental Congress → army set up under Washington.
- Yorktown (1781) → ^{Jaraloga} led by Washington, French help.

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

Jaraloga led to Yorktown → annoyed French as Louisburg.

In the second continental congress, spoke people from several of the 15 colonies came together to discuss the current political system and changes that needed to be made. One of the issues raised was the control that the Britain had over trade, so they decided to boycott British produce and stop importing / exporting to Britain.* This led to a decline in the relations between Britain and the colonies.

This led to ~~the~~ Battle of a series of battles between Britain and the colonies in an attempt to regain control over the colonies. One of these was the Battle of Jaraloga. Jaraloga was the first American victory in the war of Independence and it was due to ~~B~~ General Burgoyne being inexperienced, unable to navigate the terrain and easy to attack. This victory gave

the colonists confidence that they could win if they fought again. Additionally, the capturing of the French's Louisburg destroyed British and French relations.

~~These two factors~~ This meant that when the colonists fought the British again, the French troops ~~included~~ were willing to help the colonists by blocking Cornwallis' access to Yorktown - leaving him vulnerable. This vulnerability then meant that American commander George Washington could work with French soldier Marquis de Lafayette to instigate a double attack at Chesapeake Bay, causing the British to surrender and place negotiations to begin.

* and began building their foreign relations by setting up the committee for foreign relations which ~~help~~ provided them alliances with countries like France which would later help them in the War of ^{the colonies} Independence and ~~help~~ make them less reliant on Britain and British produce.



The response demonstrates a narrative about the War of Independence, which is clearly sequenced, leading to an outcome. It shows linking of events, as demonstrated with phrases such as 'came together', 'series of battles', 'peace negotiations' resulting in the AO2 being placed in Level 3. The content goes beyond the stimulus points with details regarding boycotting, Saratoga, and Cornwallis, providing clear knowledge and understanding, meaning AO1 is also in Level 3. Therefore, overall the response is awarded a high Level 3



Candidates need to provide specific information to support their narrative.

Question 3

Q3 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: immigration for the development of colonial society; the 'Atlantic Triangle' for the colonial economy; the Sugar Act (1764) for North American colonists' relations with the British. The questions on the 'Atlantic Triangle' and immigration were the topics most often selected, with the question on the Sugar Act responded to the least. 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.

In terms of the question on immigration, Level 2 responses often provided general knowledge about those who immigrated rather than link it to the effect on Colonial Society. Candidates who attained Level 3 recognised multiple implications and discussed tensions between social groups, with reference to Scots-Irish, English and German immigrants, and some very good explanation of religious tensions in the colonies.

The question on the 'Atlantic Triangle' produced some very good responses at Level 3 with many candidates addressing the economic importance of the 'trade triangle', while some also discussed how it had some negative impacts, as it made the economy too reliant on slavery and cash crops and led to a wealth gap between planters and poor whites. The responses which remained in Level 2 often lacked specific detail about the types of cash crops or failed to explain how this impacted on the economy.

The topic of the Sugar Act had various levels of responses. Better responses showed a good depth of knowledge on smuggling, raising taxes on foreign sugar while cutting it on British sugar, and some students explained really well how this led to calls for 'no taxation without representation'. However, many students referred to it as a tax rise rather than a tax cut (with the aim to collect more revenue). A number of students also confused it with the Stamp Act or Tea Act, with quite a few students writing that the Sugar Act raised taxes on tea.

This is a Level 2 response for the first answer and a Level 3 for the second answer.

- The importance of immigration for the development of colonial society.
- The importance of the 'Atlantic trade triangle' for the colonial economy.
- The importance of the Sugar Act (1764) for North American colonists' relations with Britain.

The 'Atlantic trade triangle' allowed for reliable logistics of trading materials and was also a safe route to take since few ships were raided by pirates. The colonial economy improved because of the 'Atlantic ~~that~~ trade triangle' and its easy, fast accessibility. The ~~economy~~ colonial economy improve drastically because goods like fur, sugar, molasses, ~~and other goods~~ tobacco, rice and others could be sold and traded easily between the three different routes of the 'Atlantic trade triangle'.

- ✘ The importance of the Sugar Act (1764) for North American colonists' relations with Britain.

The Sugar Act of 1764 ~~decreased~~ weakened relations between the North American colonists and Britain. The British parliament abused their power in order to make money out of the colonies. Britain wanted to raise money ~~in order~~ to replace all that they lost during the wars. Therefore they introduced the Sugar Act, which meant that the colonists could only buy and trade sugar with Britain and no where else. Britain abused this ~~tax~~ Act and raised prices ~~of~~ of ~~the~~ exports of sugar to America, which angered the North American colonists because they felt like they were being taken advantage of. Therefore relations declined severely after the unfair Sugar Act of 1764. The colonists felt betrayed by the British.

parliament for ~~unfair~~ unfair laws and relations declined rapidly.



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Examiner Comments

First response – 'Atlantic Triangle'. The response provides a basic answer, with limited development, in the form of 'good for the economy', meaning the AO2 is Level 2 but not secure. There is some knowledge demonstrated of the topic with reference to 'crops such as sugar and molasses', making the AO1 Level 2. Overall, mid-Level 2.

Second response – Sugar Act. The response has an analysis of importance with a line of reasoning regarding weakened relations and is logically structured, making this AO2 Level 3. There is some information with reference to Britain raising money, but some confusing knowledge, so AO1 is Level 2. Overall, this is the bottom of Level 3.



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Examiner Tip

It is important that points are explained, not simply described to demonstrate analysis of the topic. Two well-developed explanations that also have good knowledge and understanding will enable candidates to attain Level 3.

This is a Level 3 response for both answers.

- The importance of immigration for the development of colonial society.
- The importance of the 'Atlantic trade triangle' for the colonial economy.
- The importance of the Sugar Act (1764) for North American colonists' relations with Britain.

Immigration was a key factor in the origins of British America, as it allowed for a rapid development of the 13 colonies. For example, many Irish colonists were poorer, but this meant colonies had a sustainable and growing working class, enabling for rapid economic growth. This also spearheaded the Enlightenment era, as many different cultures and ideas compounded into the colonies, with philanthropists such as Benjamin Franklin setting up charities to help black workers, combating inequalities of the time. These rapid growths proved very successful for the colonies, who became large exporters of rice, and other goods such as fur/hats, meaning immigration was a quintessential part of colonial economy, and a key reason the colonies had rapid development.

As well as this, immigration caused a higher population growth spread of information. For example, the first settlers initially were often as aggressive and even violent to other sects of Christianity (the main religion of colonists), but this inevitably led to a culture of shared values, as was reinforced by writers such as Benjamin Franklin, who also wrote

Poor Richard's Almanack in the early 18th century, as a general guide on how to live life. This took principles present in many differing immigrant cultures and culminated them into a guide for life, showing how the immigration to the colonies was a key factor in its development and spread of information.

- ☒ The importance of the 'Atlantic trade triangle' for the colonial economy.
- ☒ The importance of the Sugar Act (1764) for North American colonists' relations with Britain.

plan: triangular trade → weapons + goods → Africa (west coast)
 → Slaves to America
 → commodities (sugars, rum, etc.) to Britain

p1 = ~~taught~~ ^{knew} skills to farm → west coast already farmed rice,
 So slaves had knowledge of how to farm → inc. yield + economy.
~~most~~ were often not able to run away, + unpaid → rapid growth
 ↳ (used slaves to command 'gangs' of 12)

were used to hard labour already ∴ stronger + rapid growth

p2 = make up a large portion of (southern) population - 35% in South Carolina
 ↳ large part of Chesapeake's economy → food, supplies etc.
 ↳ benefitted farmers the most

The Atlantic trade triangle was an essential factor in colonial economy due to its rapid growth of the economy. By trading tools and weapons on the west coast of Africa, merchants and slaves could take slaves across the Atlantic Sea to the 13 colonies. Here, the economy relied largely on agriculture, which was often in the form of paddy fields. Due to the location of the west coast, slaves

used ~~it~~ for this labour typically had knowledge of farming that greatly benefitted the ~~is~~ output from the fields, leading to a great increase in the colonial economy. In addition, slaves were also typically used to hard labour and were without pay, leading to long hours of work, which led to the rapid economic success seen in the 13 colonies.

As well as this, the Atlantic trade triangle was key in the colonial economy's development due to its increase in colonial population. In the Chesapeake region, where many slaves were, there was an influx in population. For example, in South Carolina, ~~there was~~ 35% of the population was slaves, which caused a boom in the economy as more supplies and housing were needed, in order to help with demand. This also increased the exports of the colonies, such as molasses, that went back to Britain, causing ever greater development in the economy due to the Atlantic trade triangle.



First response – Immigration. The response provides a clear analysis of importance with a line of reasoning, such as ‘rapid development’, ‘spread of information’ and is logically structured. The candidate has supported this with good knowledge, with reference to cultural changes, which makes the AO1 Level 3, along with the AO2. Overall, the response is a high Level 3.

Second response: ‘Atlantic Triangle’. The response provides an explanation regarding the reliance on agriculture, with a line of reasoning and a logical structure, making the AO2 a secure Level 3. There is accurate and relevant information, with reference to trade and South Carolina, which places the AO1 in Level 3. Overall, the response is a high Level 3.



Candidates need to provide specific knowledge to support their explanation.

Paper Summary

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

- Make sure that you attempt all three questions, including both parts of Q1 and Q3.
- For all questions use accurate and relevant information to show your knowledge and understanding of events.
- Q1: explain a link between the event and the consequence and do not simply describe or state something that happened. Focus on what happened as a result of the event.
- Q2: focus on the date range specified in the question and ensure the events or developments in your narrative are linked together to show a clear sequence of events.
- Q3: explain the impact the development/event/person had on the second development/event/person named in the question. Focus on the difference the development/event/ person made.
- In this examination series there was a noticeable increase in the number of responses with illegible handwriting. Students should be aware that examiners can only credit what they can read.

Grade boundaries

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