

Sample assessment materials for first
teaching September 2016

Paper 2: **Period study** and British depth
study (1HI0/22 and 23)

Part A: Period study options

**Options 22/23: British America,
1713–83: empire and revolution**

Part A: Period study: British America, 1713–83: empire and revolution

Question		
1		<p>Explain two consequences of the French and Indian War for the American colonists in the years 1754–63.</p> <p>Target: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].</p> <p>AO2: 4 marks.</p> <p>AO1: 4 marks.</p> <p>NB mark each consequence separately (2 x 4 marks).</p>
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]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3). 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 <i>and</i> understanding.</p> <p>Indicative content guidance</p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • 25,000 Americans joined militias and gained military experience. • The Americans benefited economically through supplying the British. • Poor relations developed between British soldiers and the Americans, with the Americans feeling that British officers were often incompetent. • The Americans began to develop a sense of identity and unity through cooperating in their defence. 		

Question		
2		<p>Write a narrative account analysing the ways in which piracy was suppressed in American waters in the years 1717–c1720.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • George I's Proclamation, 1717 • Governor Spotswood <p>You must also use information of your own.</p> </div> <p>Target: Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1]. AO2: 4 marks. AO1: 4 marks.</p>
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>
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>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.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p>Indicative content guidance</p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • George I's Proclamation of 1717 offered a pardon to any pirate who gave up that way of life, and so several pirates, including Teach, were pardoned. • Teach and others returned to piracy shortly after receiving a pardon. • Governor Spotswood had an act passed for the suppression of piracy that offered a £100 reward for the death or capture of Teach and created an incentive for others to help suppress piracy. • Governor Spotswood of Virginia heard that pirates were fortifying an island to use as a base and he used his own money to equip two ships to attack that base in 1718. 		

- Lieutenant Maynard tricked Teach, and in the fight Teach was killed; Maynard took Teach's head back to Virginia to display as a deterrent.
- The British navy carried out a programme of action against pirates, which had greatly reduced pirate activity by c1720.

Question		
3		<p>Explain two of the following:</p> <ul style="list-style-type: none"> • The importance of the Paxton Boys (1763–64) for government in Pennsylvania. • The importance of the Boston Tea Party for relations with Britain, 1773–74. • The importance of the Battle of Saratoga (1777) for the American victory in the war. <p>Target: Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 8 marks. AO1: 8 marks. NB mark each part of the answer separately (2 x 8 marks).</p>
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]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>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 <i>and</i> understanding.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p>Indicative content guidance</p> <p>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.</p> <p>The importance of the Paxton Boys (1763–64) for government in Pennsylvania</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • The Paxton Boys were a vigilante group, which is important as it demonstrated dissatisfaction with the formal government in the circumstances of Pontiac's Rebellion. • The 50-strong Paxton Boys murdered six Native Americans in the village of Conestoga and then broke into the jail where the remaining Native Americans had been placed in protective custody by government officials; this is important as it shows a breakdown in law and order and rising racial tension. • The Paxton Boys planned to attack other Native Americans who fled to Philadelphia and several hundred Paxtonians followed them; this is important as it shows that the issue could escalate to other colonies. • The Paxtonians were only persuaded to back down by the promise of protection against future Native American attacks, which was important because it brought into question the Proclamation Line, which had been declared after the Pontiac Rebellion. 		

The importance of the Boston Tea Party for relations with Britain, 1773–74

Relevant points may include:

- The Boston Tea Party was important because it was a direct challenge to Britain's authority and it provoked a more hardline response in Britain, following this third challenge to British policies.
- The actions were carried out by members of the Sons of Liberty and witnessed by a large crowd, which is important as it shows the action in defiance of British rule had the approval of many.
- The Boston Tea Party was important because the British government responded with the 'Intolerable Acts' (1774), which further inflamed the situation.
- The Boston Tea Party was important as it led to similarly worsening relations in other colonies, for example in 1774 when New Yorkers distributed tea from the ship *Nancy*.

The importance of the Battle of Saratoga (1777) for the American victory in the war

Relevant points may include:

- The British were forced to retreat to Saratoga and were surrounded; this was important as it led the British forces to open negotiations to surrender.
- This battle was significant as it was the first major defeat of the British by the Americans and changed the balance of power between them.
- The American victory led the British government to open negotiations to end the war.
- The American victory also persuaded the French to enter the war against Britain and since Spain was an ally of France, Spain also entered the war.