

Mark Scheme (Results)

November 2020

Pearson Edexcel GCSE
In History (1HI0)
Paper P3 Period study

Option P3 The American West, c1835–c1895

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Part A: Period study: The American West, c1835–c1895

Question		
1		Explain two consequences of the Dawes Act (1887). Target: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 4 marks. AO1: 4 marks. NB mark each consequence separately (2 x 4 marks).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	• 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	• 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 (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 *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 reservation land that was not allocated was freed up for white settlers to purchase.
- The breaking up of communal reservation land to allow for white settlers meant the Plains Indians lost half their land within ten years of the Dawes Act.
- The power of the chiefs and tribal structures were weakened by encouraging Plains Indians to break from traditional social structures and cultural practices.
- Plots of land taken up by Plains Indians became smaller over time as a result of land being divided further as it was passed onto future generations.

Question		
2		Write a narrative account analysing the continuing attempts to establish law and order in the years c1876–c1895. You may use the following in your answer: • sheriffs and marshals • OK Corral (1881) You must also use information of your own. 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.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	• 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	• 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] *Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.*
3	6–8	• 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] *No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.*

Marking instructions

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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:

- Law officers, in the form of marshals, were sent by the federal government to towns and counties in an attempt to establish the rule of law.
- The vast areas where law and order needed to be enforced meant US marshals had to be supported by deputy marshals and locally appointed sheriffs. These men were often badly paid, resulting in a shortage of reliable law officers.
- Attempts to establish law and order were not helped by a lack of distinction between outlaws and lawmen, as with the case of Billy the Kid who had been deputised but also found guilty of murder in the Lincoln County War (1878).

- Men like Wyatt Earp were employed as law keepers to combat lawlessness in towns where tensions had developed leading to gunfights such as the one at the OK Corral (1881).
- Rivalry between cattle ranchers and homesteaders led to range wars such as the Johnson County War (1892) and the subsequent growing criticism of vigilante justice by the cattle barons.
- By c1895, the expansion of the railroads, in conjunction with development of the telegraph, had made it easier for marshals to enforce laws and maintain links with the federal government resulting in a decrease in lawlessness.

Question		
3		Explain two of the following: • The importance of the Indian Appropriations Act (1851) for the Plains Indians' way of life. • The importance of the Oregon Trail for early migration to the West. • The importance of the Civil War for settlement in the West. 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).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	• 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	• 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	• 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 (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 *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 **Indian Appropriations Act (1851) for the Plains Indians' way of life.**

Relevant points may include:

- The Act was designed to confine Plains Indians to reservations, restricting the land available for buffalo hunting.
- The Act created the reservations system, meaning Plains Indians were forced out of traditional lands.
- The policy was an attempt to 'civilise' the Plains Indians by encouraging them to take up farming, which opposed traditional ideas of ownership.
- The limitation on land available to the Plains Indians resulted in the tribes becoming dependent upon the US government and therefore easier for the government to control.

The importance of the Oregon Trail for early migration to the West.

Relevant points may include:

- The Oregon Trail provided a practical route for wagons to get across the Rocky Mountains to allow settlers to reach the West.
- The US government's mapping of the Oregon Trail provided people with the confidence that the journey West was possible and encouraged more migration.
- The stories of successful crossings by large groups using the Oregon Trail encouraged migrants to travel as part of a wagon train to provide safety.

- The US government linked the Oregon Trail to the concept of Manifest Destiny, which was highly influential in encouraging further migration.

The importance of the Civil War for settlement in the West.

Relevant points may include:

- The secession of the Southern States allowed the Union to pass the long debated Pacific Railroad Act of 1862, which resulted in greater ease of movement to the West.
- The Homestead Act (1862) that was passed during the war made it easier for ex-soldiers to start a new life in the West at the end of the war.
- The economic devastation caused to the Southern states by the Civil War resulted in many people looking for a new start in the West.
- Lincoln's decision to emancipate the slaves during the Civil War allowed ex-slaves to move to the West to establish a new life once the war was over and to escape continued persecution in the Southern states.

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