

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE
In History (1HIA)
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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Question		
1		Explain **two** consequences of the Homestead Act (1862). **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:

- Thousands of settlers moved to the West to gain access to plots of 160 acres of land as promised in the Homestead Act.
- Areas of the Great Plains were farmed for the first time due to the increase in the number of settlers in areas that had not previously been settled.
- The number of European immigrants increased as they could claim the land if they intended to become a US citizen.
- Despite the design of the Act being to encourage small farmers taking the land, the land was often sold for profit after homesteaders had lived on it for six months.

Question		
2		Write a narrative account analysing the ways in which the cattle industry changed in the years c1876-c1890. You **may** use the following in your answer: • overstocking • winter of 1886-87 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

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.

Relevant points may include:

- By the mid-1870s, the cattle industry was booming with the introduction of refrigerated railcars, and cattle barons started to over-invest in ranching.
- The increase in investment meant the open range became overstocked with cattle by the beginning of the 1880s, which led to a fall in demand for beef in the shops.
- Drought in 1883 meant there was less grass for the cattle to live on, making the overstocking even worse.
- The winter of 1886-87 was very harsh and cattle couldn't get any grass, resulting in thousands of cattle dying and many cattlemen going bankrupt.

- Ranchers moved to smaller herds in order to control the cattle and keep them fed, ending the open range.
- By 1890, ranchers fenced off their land with barbed wire to maintain separate herds in order to breed pure-breds to produce high quality meat.

Question		
3		Explain **two** of the following: • The importance of the Gold Rush (1849) for migration to the West. • The importance of the US federal government for dealing with law and order in the West. • The importance of Red Cloud's War (1866-68) for relations between the Plains Indians and the US government. **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 AO1a; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

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

Indicative content guidance

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

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

Relevant points may include:

- The number of people travelling to the West dramatically increased due to the discovery of gold in California.
- People such as traders and shopkeepers migrated to the West in order to supply gold prospectors with services, as new communities began to develop in California.
- The Gold Rush stimulated the infrastructure to allow increased migration to the West, e.g. helped to finance the building of the First Transcontinental Railroad, completed in 1869.
- The Gold Rush attracted immigrants from all over the world to go to the West, which created a diverse population and an increase in racial tension.

The importance of the US federal government for dealing with law and order in the West.

Relevant points may include:

- The federal government appointed US Marshals to territories in order to maintain law and order; the marshals had the power to swear in posses and ensured people obeyed the laws in the West.
- Only three judges were appointed to each territory by the federal government to hear court cases, which was inadequate for the areas they had to cover.
- The poor level of government funding for law and order in the West caused corruption amongst some law officers, who were poorly paid.
- The federal system of US Marshals had to be supplemented in larger territories by sheriffs to maintain law and order in their county.

The importance of Red Cloud's War (1866-68) for relations between the Plains Indians and the US government.

Relevant points may include:

- Red Cloud's distrust of the US government, due to the army beginning to build forts along the Bozeman Trail, contributed to the War, with the consequent breakdown in relations.
- The uniting of several tribes of Plains Indians during Red Cloud's War created a threat that forced the US government to change its tactics in dealing with the Plains Indians, ceasing military action and thereby attempting to improve relations by pursuing peaceful methods.
- Red Cloud's War led to the signing of the Fort Laramie Treaty of 1868, resulting in the closing of the Bozeman Trail and creation of the Great Sioux Reservation, improving relations between Red Cloud and the US government.
- In order to prevent further uprisings of this nature and lessen tension, the US government decided to split the different tribes and separate them onto smaller reservations.

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