

Mark Scheme (Results)

Summer 2023

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.

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.

The American West, c1835–c1895

Question		
1		Explain two consequences of new technology for farmers in the American West. 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 development of metal windpumps made reaching water affordable for the average farmer.
- The introduction of ploughs with steel ploughshares made it easier for farmers to cultivate land, increasing the size of their fields.
- The invention of barbed wire provided farmers with a cheap and effective way to protect their crops from animals such as buffalo and cattle.
- The mechanisation of machinery for farming allowed farmers to be able to buy spare parts, making it easier to repair machinery and allowing a consistent yearly yield.

Question		
2		Write a narrative account analysing the developments in the spread of the railroad network in the years c1862-75. You may use the following in your answer: • Pacific Railroad Act (1862) • immigration 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:

- The Pacific Railroad Act (1862) was passed by Congress, selecting a route which would connect existing eastern railroads in Omaha to California, allowing for greater movement West.
- The government gave the job of building the First Transcontinental Railroad to two companies, Union Pacific and Central Pacific, that were largely reliant upon immigrant workers.
- To help fund the cost of construction, the Union Pacific and Central Pacific Companies encouraged settlers to buy the land grants by advertising for migrants to come to the United States and move West.
- The completion of the Transcontinental Railroad in 1869, when the two lines met at Promontory Point, meant a railroad now connected the East and West coasts.

- Once completed, the Transcontinental Railroad was a safer and easier method of travelling to the West than previously, resulting in thousands more settling.
- New towns started to emerge along the routes the railroad followed and would expand settlement with more routes built consistently from that point on.

Question		
3		Explain two of the following: • The importance of horses for the Plains Indians' way of life. • The importance of John Iliff for ranching on the Plains. • The importance of the Battle of the Little Big Horn (1876) for US government policy towards the Plains Indians. 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 horses for the Plains Indians' way of life.

Relevant points may include:

- Horses allowed the Plains Indians to maintain a nomadic lifestyle, which was vital for survival on the Plains.
- Status within the Plains Indians' societal structure was linked to the number of horses owned, which acted as a measure of wealth.
- Horses made easier one of the most important parts of the Plains Indians' way of life, the hunting of buffalo.
- Horses were an essential part of warfare, allowing raiding parties to travel long distances and steal more horses.

The importance of John Iliff for ranching on the Plains.

Relevant points may include:

- John Iliff proved ranching on the Plains was possible when he recognised that cattle were sturdy enough to survive the harsh winters.
- By experimenting with crossbreeding breeds of cows, such as Texas Longhorns with Herefordshire cows from England, he found he could produce cattle that provided a better quality of meat.
- Iliff's success in grazing cattle on the Plains meant that long cattle drives from Texas were no longer needed.
- The success of Iliff demonstrated that there was a lucrative market, selling cattle to the mining towns and reservations, meaning others would follow his example, so creating the cattle barons.

The importance of the Battle of the Little Big Horn (1876) for US government policy towards the Plains Indians.

Relevant points may include:

- In response to the defeat of Custer, Plains Indians on reservations were placed under military control, with their weapons and horses taken from them.
- The shock of the loss made the US public put pressure on the government to crush any possibility of further resistance on the part of the Plains Indians. This marked the end of attempts to make agreements and brought in a more stringent policy of assimilation.
- Despite their victory at the Battle of the Little Big Horn, the Sioux were forced by the authorities to give up sacred sites, such as the Black Hills, in order to receive supplies on the reservations.
- In order to avoid any repeat of the Battle of the Little Big Horn uprising, the US government further reduced the size of reservations, which effectively broke down tribal structures.

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