

Mark Scheme (Results)

Summer 2024

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.

P3: The American West, c1835–c1895

Question		
1		Explain two consequences of the extermination of the buffalo. 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 extermination of the buffalo meant that the indigenous peoples of the Plains had to start farming as they had lost their main food source.
- Without buffalo to hunt, indigenous peoples living on reservations became reliant on the government for supplies, which could be used as a form of control.
- The extermination of the buffalo provided the US government the opportunity to complete their policy of moving the indigenous peoples of the Plains onto reservations.
- The removal of buffalo from the Plains meant the area could be exploited for cattle ranching.

Question		
2		Write a narrative account analysing the key events of the Donner Party expedition. You may use the following in your answer: • shortcut • snow blizzards 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]
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 address three or more aspects of content.*

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:

- A group of 300 migrants, led by the Donner brothers, left Missouri for California using the Oregon Trail in May 1846.
- The party split into two separate groups at the Little Sandy River, with 88 joining the Donners, who were keen to take a shortcut they had read about in a book by Lansford Hastings.
- Hastings, who was guiding another group, had left a note for them to follow a new trail, however it was not easy to follow due to twisted paths and the fact it had not been marked out the same way the Oregon Trail had been.
- Arriving at the Great Salt Lake Desert, the expedition believed Hastings claims that it would take only two days to cross, but instead it took nearly a week.
- The group had started to cross the Sierra Nevada mountains by the end of October, when they were caught in snow blizzards and trapped on the mountain.

- Some members left to get help, those remaining started to die of starvation, resorting to eating the dead to survive, until they were rescued the following February, with only half left alive.

Question		
3		Explain two of the following: • The importance of the railroad network for the cattle industry. • The importance of the Sand Creek Massacre (1864) for relations with the Plains Indians. • The importance of sheriffs and marshals for law and order after 1876. 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 railroad network for the cattle industry.

Relevant points may include:

- The cattle industry grew as, instead of carrying out long cattle drives, it was possible to transport live cattle on the railroad network to Chicago, gaining access to more lucrative markets.
- The railroad network prompted the establishment of the transit point at Abilene, which provided a place for cattlemen to drive their cattle to and sell on, making cow towns very profitable.
- The development of refrigerated railcars for use on the networks increased the profitability of the cattle industry. Meat, which was in high demand, could be easily transported to major markets in the east.
- Further expansion of the railroads to the west meant more cow towns were established, further building the wealth of the cattle industry.

The importance of the Sand Creek Massacre (1864) for relations with the Plains Indians.

Relevant points may include:

- The massacre united the Cheyenne with neighbouring indigenous groups against white settlers in the Colorado area, creating greater tension with settlers.
- Indigenous peoples of the Plain were no longer willing to trust the US army as result of the actions of the volunteer forces, led by Colonel Chivington, at Sand Creek.
- Relations deteriorated as the Dog Soldiers, in retaliation for the massacre, attacked white settlers across the Colorado region.
- In 1865, as a result of the massacre, the US government organised to move the Cheyenne and Arapaho to a large reservation and pay compensation, yet backed down on the deal in 1867, worsening relations further.

The importance of sheriffs and marshals for law and order after 1876.

Relevant points may include:

- Sheriffs and town marshals were often former outlaws, such as Wyatt Earp, who crossed the line between legal and illegal activities, often resulting in greater violence and calls for better candidates.
- As sheriffs were elected, it was possible for powerful landowners to dominate the town and therefore control the law officers, creating problems with the justice system, for example in Lincoln County.
- Sheriffs and US marshals became more important for law and order as the railroads opened up more territory over which law enforcement was necessary.
- With more territories becoming States, sheriffs and marshals were needed to extend federal law without the need to wait for support from a long distance, so improving the quality of law and order.

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