Mark Scheme (Final)

Summer 2025

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 Period study: The American West, c1835–c1895

Question		
1(a)		Explain **one** consequence of railroads for the lives of Indigenous peoples of the Plains (Plains Indians). **Target**: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 2 marks. **AO1**: 2 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:

- Indigenous peoples of the Plains lost land along the railroad routes, with many tribes signing treaties to live on reservations.
- The railroads disrupted the hunting grounds of Indigenous peoples of the Plains, as the grazing lands of the buffalo were reduced and fencing off the railroad blocked buffalo migration.
- The railroads were used to hunt buffalo for sport and their hides, resulting in the extermination of the buffalo, which destroyed the nomadic basis of the lives of Indigenous peoples of the Plains.

Question		
1(b)		Explain **one** consequence of Red Cloud's War (1866-68). **Target**: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 2 marks. **AO1**: 2 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:

- Red Cloud's victory meant the US government agreed to close the Bozeman Trail and withdraw troops from the forts.
- The Second Fort Laramie Treaty (1868) created the Great Sioux Reservation, which it was agreed would be for the sole use of the Sioux peoples.
- Red Cloud's agreement to take his people to a reservation in Dakota was not popular with all the Sioux, many of whom refused to go and joined with other leaders such as Sitting Bull and Crazy Horse.

<table>
<tr><th colspan="2">Question</th><th></th></tr>
<tr><td colspan="2">2</td><td>Write a narrative account analysing the key developments of early migration West in the years 1835-49.

You may use the following in your answer:
• the Oregon Trail
• the California Gold Rush (1849)
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.</td></tr>
<tr><th>Level</th><th>Mark</th><th>Descriptor</th></tr>
<tr><td></td><td>0</td><td>No rewardable material.</td></tr>
<tr><td>1</td><td>1–2</td><td>• 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]</td></tr>
<tr><td>2</td><td>3–5</td><td>• 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]</td></tr>
<tr><td>3</td><td>6–8</td><td>• 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 that do not address three or more aspects of content.</td></tr>
</table>

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 establishment of the Oregon Trail provided the only practical way for covered wagons to get across the Rocky Mountains, with Christian missionaries the first to cross in this manner in 1836.
- The economic crisis in the East, caused high unemployment and wage cuts, leading many people to use the Oregon Trail to try a new life in the West with the promise of free farming land.
- The idea of migration to the West was promoted by the government with the concept of Manifest Destiny, in the belief White Americans had the God-given right to populate all of America.
- Not all the migration was successful, with some attempts to find alternative routes, such as the ill-fated Donner Party ending in disaster, making some wary of the journey.
- Setting out in 1846, the Mormons successfully migrated using the Oregon Trail and, despite harsh winter conditions, reached the Salt Lake Valley in 1847.
- The fear of crossing to the West was overcome when gold was discovered in California, leading to the Gold Rush of 1849 and mass migration.

Question		
3		Explain **two** of the following: • The importance of the Homestead Act (1862) for settlement in the West. • The importance of the end of the open range for the cattle industry. • The importance of reservations for the ways of life of Indigenous peoples of the Plains (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 the Homestead Act (1862) for settlement in the West.

Relevant points may include:

- The Homestead Act meant that large areas of the Great Plains were settled, with 80 million acres of land settled.
- The Homestead Act encouraged settlement in the West by offering 160-acre plots of land to individual farmers.
- The Act encouraged immigration from Europe to the West, with anyone intending to become a US citizen able to file a claim for $10, creating a more diverse settlement.
- The Homestead Act was established to settle the West with free men and women, those who had not taken up arms against the Union.

The importance of the end of the open range for the cattle industry.

Relevant points may include:

- The end of the open range meant smaller ranches became the model for the cattle industry from this point on, as they were easier to manage.
- Cattle ranches now had to provide the food and water for the cattle, subsequently requiring the ranchers to harvest hay and set up wind pumps.
- The fencing off of ranches with barbed wire protected cattle, which produced high quality meat, and changed the role of the cowboy to one of ranch hand.
- The end of the open range helped reduce conflict with homesteaders due to cattle being enclosed in winter pastures.

The importance of reservations for the ways of life of Indigenous peoples of the Plains (Plains Indians).

Relevant points may include:

- The power of the chiefs was removed with the establishment of councils by the US government, which denied Indigenous people the right to govern themselves.
- Attempts were made to replace traditional religious beliefs with Christianity, e.g. the banning of sacred ceremonies, such as the Sun Dance.
- Indigenous people were forced to stay on the reservation, denying them the ability to hunt for food and making them reliant on food rations from government agencies.
- Children were sent to school off-reservation in order to teach them to forget the traditional ways of life of Indigenous people by forbidding the use of native languages.

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