



Examiners' Report

June 2024

GCSE History 1HI0 P3

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Introduction

The Period Study focuses on a time span of at least 50 years and requires candidates to understand the unfolding narrative of substantial developments and issues associated with the period.

In this examination candidates answer three questions which all target AO1 (Knowledge and Understanding) and AO2 (Analysis of Second Order Concepts). Both AOs are assessed equally on all questions. Progression in AO1 is shown by a candidate's increasing ability to select information precisely and to show wide-ranging knowledge and understanding. Progression in AO2 is shown by a candidate's response moving from basic or generalised comments to analytical explanations which show a line of reasoning that is coherent, logical, and sustained.

Question 01 focuses on consequence, requiring candidates to explain two valid consequences. Candidates are expected to explain 'what happened as a result of the given event, development etc'. (2 x 4 marks)

Question 02 focuses on analytical narrative and the concepts causation, consequence, and change. The question includes two stimulus points and focuses on a specific time period containing events, developments or ideas that can be analysed as a sequence of events. (8 marks)

Question 03 focuses on significance by asking candidates to explain the importance of an event/person/development in relation to situations and/or unfolding developments. Here candidates are expected to explain 'what difference did the event/person/development make' to the identified situation and/or unfolding development. Candidates answer two questions from a choice of three. (2 x 8 marks)

Centres are reminded that the indicative content in the mark scheme does not imply what must be included in a response nor does it give any expectation as to how candidates are expected to structure their responses.

It was noted this summer that there are still some candidates that respond to Question 02 by writing a first-person narrative account, sometimes written in the form of a letter or diary entry. Such responses should be avoided; it is extremely unlikely that any AO2 can be awarded for any such responses and only a very limited application of AO1.

In addition, centres are reminded that where candidates use extra paper, it needs to be on a separate sheet from any extra paper used for Paper B. Also, if candidates have special consideration for writing examinations, the responses for Paper P and Paper B should be separate from each other.

GCSE History specification and assessment changes

This note is a reminder that minor changes are being made to the Pearson Edexcel GCSE History specification content and assessment model. Assessment and language changes apply from the June 2025 exam series onwards, and content changes from the June 2026 exam series onwards.

We strongly recommend, if you haven't already, that you familiarise yourself with these changes in time for the start of the new academic year in September 2024. Some options are affected more than others, but all options are affected by the assessment changes.

Below is a link to the summary guidance document, which will help you to find all the specific information and guidance available to help you take on board these changes:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/Teaching-and-learning-materials/gcse-history-changes-for-2025-and-2026-summary-guidance.pdf>

If you have any queries, please contact Mark Batty, our History subject advisor, at TeachingHistory@pearson.com.

Question 1

In Question 01, candidates were asked to provide two valid consequences of the extermination of the buffalo. There are 4 marks available for each consequence. This implies a link between the stated event and the consequential events or developments that are identified by the candidate. Candidates should make sure that they explain how these developments happened as a result of the extermination and not merely describe the ways buffaloes were used. This explanation should be supported with specific information showing good knowledge and understanding (AO1). Most candidates understood the second-order of concept of consequence and were able to identify various consequences, the most common being changes to the indigenous peoples of the Plains way of life, nomadic life style and culture. Many went on to link this to dependency on the American government or the removal of buffalo opening up the plains for cattle ranching, homesteaders and the economy. At the top end some able candidates still spend too much time on this question with a long train of consequences, such as nomadic way of life was destroyed which forced Indigenous people of the Plains onto reservations and which caused conflict. Very few answers were left blank and candidates were able to acknowledge that without the buffalo the Native Americans would not survive.

This is an example of a Level 2 answer.

1 Explain **two** consequences of the extermination of the buffalo.

Plains
Indians

rely on
US Gov

Consequence 1:

One consequence of the extermination of the Buffalo was the ~~Plains~~ change of the plains Indians way of life. The Plains Indians used the Buffalo for warmth, clothing, weapons and to build ~~teepees~~ tipis, without these the plains Indians would struggle to survive the ~~hard~~ harsh conditions on the plains.

Consequence 2:

Another consequence of the extermination of the Buffalo was again the plains Indians, they also relied on Buffalo for food, however after many white Americans had killed and hunted the Buffalo to extinction the plains Indians struggled to obtain food, because of this they relied on the US Government to give them

food which also disrupted their way of
life.

(Total for Question 1 = 8 marks)



For consequence 1 the candidate identifies a clear consequence with 'struggle to survive the harsh conditions', which is supported with specific information in terms of 'clothing, weapons'. For the second answer a clear consequence is explained with 'relied on the US government' and is supported with specific knowledge, 'white Americans killed and hunted'. Both are therefore the top of Level 2.



Candidates should provide two different consequences and avoid repeating themselves.

This is an example of a Level 1 answer.

1 Explain **two** consequences of the extermination of the buffalo.

Consequence 1:

It hindered the Plains Indians nomadic lifestyle as they had nothing to travel on to speed up their journey. This meant that a key part of their lifestyle was destroyed

Consequence 2:

They had less materials to make their tents. This is because they were made of Buffalo hide. This meant that they'd struggle for shelter



For consequence 1, the candidate has provided a generalised comment about a consequence with 'key part of their lifestyle was destroyed'. There was no AO1 credited. Therefore, this is the bottom of Level 1. For the second consequence the candidate gives a valid consequence with some explanation with 'they'd struggled for shelter' with limited knowledge shown, with reference to making tents. Overall the response is bottom of Level 2.



Candidates should ensure they provide specific detail to support the consequence they have identified.

Question 2

In Question 02, candidates were asked to provide an analytical narrative of the key events of the Donner Party expedition. The overall structure of a sequence including a beginning, development and end was clearly demonstrated by candidates who attained Level 3. It was clear that candidates had been taught to use language which indicated analysis of links, for example 'consequently', 'which resulted in', and this was apparent even in answers which had more limited knowledge. Most candidates demonstrated good knowledge of the Donner Party expedition. This event is memorable to candidates with even weaker responses able to achieve Level 2 due to knowledge of some aspects of the event. Many responses commented on the shortcut being unreliable, migrants freezing to death, and cannibalism. Some candidates answered very well with a thorough grasp of the analytical narrative and how one event led to another. There were some answers that did not grasp the narrative element and wrote more like a consequence or importance question. However, many still achieved Level 2 as they were explaining how the consequences came about. Occasionally candidates did not know about the Donner Party and discussed homesteaders or Plains Indians, but these were quite rare. Weaker students tended to confuse the Donner Party with the Mormons and sometimes with indigenous people. There was an issue with many candidates writing in first person which limits the analytical aspect of the answer. Very few answers were left blank.

This is an example of a Level 2 response.

2 Write a narrative account analysing the key events of the Donner Party expedition.

(8)

You **may** use the following in your answer:

- shortcut
- snow blizzards

You **must** also use information of your own.

The Donner Party started their expedition off with their wagons and set off through the mountains. During the expedition, they ended up taking a short cut which hadn't yet been taken. As a result of this, they ended up getting caught up in snow blizzards and this caused many of the Donner Party to die. Some of the remaining few survived for a while by resorting to cannibalism and eating the deceased members of the Donner Party in order to survive.



ResultsPlus
Examiner Comments

The candidate has provided a response which has a narrative with some organisation of material leading to an outcome of how some survived, with some analysis, 'getting caught up' and 'resorting to' linking the narrative. The information shows some knowledge but is not strong, with reference to 'cannibalism'. Thus, overall is a mid Level 2.



Candidates need to ensure they establish a beginning, middle and end for the narrative, and utilise language which helps analyse the links between the events and not simply list the events one after the other.

This is an example of a Level 3 response.

2 Write a narrative account analysing the key events of the Donner Party expedition.

(8)

You **may** use the following in your answer:

- shortcut ✓
- snow blizzards ✓

You **must** also use information of your own.

Firstly, the Donner Party was lead by two cowboys aiming to cross the rocky mountains and reach the west. At this point, the Oregon trail wasn't completely mapped out yet and some places were unknown. This party unfortunately didn't contain many skilled craftsman and mainly included women and children. The group reached the Rocky Mountains later than they were scheduled to and decided that a group of them would take a shortcut not mapped out, but spoke off, that would reduce the length of the journey by around 500 km. As a result of them being late, the harsh winter ~~months~~ months provided ~~an~~ awful snow blizzards that the group were trapped in. As a result of this, many wagons broke and oxen died leaving them stranded in the peaks of the rocky mountains. Once they had ate all their food they had no choice but to eat their dead friends. Many didn't survive and the rescue party sent out took 32 days to reach them.

and by that time, pretty much none survived.



ResultsPlus
Examiner Comments

The candidate provides a clear narrative with a sequence leading to an outcome with few of them surviving and has linkage, such as 'party unfortunately', 'had no choice', which is analytical in nature, meeting all the requirements of Level 3 for the AO2. There is also clear knowledge demonstrated to support, which is accurate and relevant, such as 'Oregon Trail', 'wagons broke down' making the AO1 also Level 3. Overall it is awarded the top of Level 3.



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Examiner Tip

Candidates need to provide specific details to support their narrative.

Question 3

This question is comprised of two 8 mark questions based on the second order concepts of significance and consequence. Candidates had to explain the importance of two of the following three topics: the railroad network for the cattle industry; the Sand Creek Massacre (1864) for relations with the Plains Indians; the importance of sheriffs and marshals for law and order after 1876. The railroad network was by far the most popular option for the question, with the other two options evenly spread. Candidates who addressed the importance of the factor raised in relation to the development produced Level 3 responses when supported by good knowledge and understanding. This was in contrast to candidates who explained the importance of the factor in general terms, which normally stayed in Level 2.

In terms of the question on railroads the vast majority of the answers seen included this as one of the options. On the whole it was answered very well. Candidates were quite knowledgeable about the impact the railroad had on the cattle industry. Some used some quite specific detail about cow towns and the impact the railroad had. Some candidates spent much of the answer describing the rise of the cattle industry following the Civil War, with many able to develop this into the changes following the completion of the railroad. Some answers brought in some wider knowledge about the impact the railroad had in terms of markets for the cattle rather than just the movement. Many were also able to discuss the impact on cowboys and described their work well. Low scoring responses were often when candidates described the growth of cattle drives but didn't move on to explaining the impact of the railroad. Very few of these answers were left blank

In terms of the question on the Sand Creek Massacre, there was a mixture in the quality of responses. The best were able to describe the events and then link them to impact on relations from both perspectives. The better candidates who tackled the question knew the story. Chivington and Black Kettle were named, numbers killed were accurate and they were aware of the atrocities. Events leading up to the massacre were better known and more clearly explained than the events which followed. In terms of importance for relations, the most common approach was to talk about lack of trust and deteriorating relations, usually supported by reference to moving on to new reservations or Red Clouds War. Some wanted inevitably to go on to Bighorn, assimilation and the Dawes Act but these were less successful. Some candidates confused the event with the Battle of Little Big Horn, and some talked about Red Cloud and Little Crow. Those that were confused also talked about Custer.

In terms of the question on sheriffs and marshals, many candidates were able to identify the roles of sheriffs and marshals and why they were needed. The best answers were able to draw on their knowledge of Wyatt Earp and what this suggested about corruption. Many also included Billy the Kid to explain why they were needed and argue their success in him being captured. Many candidates were aware of the law and order problems and had detailed knowledge of gangs and outlaws but struggled to relate this to sheriffs and marshals, for example, detailed accounts of Lincoln County War or Shoot out at the OK Corral, followed by an attempt to find a link to the question. Some candidates did not know much about the specifics of sheriffs and marshals but were able to use their knowledge of mining and cow towns to form an answer and weaker candidates tended to focus on generalisations about problems of law and order in cow towns or the “wild west”.

This is an example of a Level 3 response.

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

One reason why the railroad network was important for the cattle industry was due to the creation of cow towns. This is evident as the first cowtown was set up by Joseph McCoy in 1867 and was called Abilene. As a result of this cowboys could drive their cattle to these cowtowns (which were built alongside the railroad for transport later) where they could be fed and watered. Also prospective buyers would be in these towns and would select and buy cattle ~~with~~ from the cowboys. Abilene is a good example of the importance of the railroad network to the cattle industry as it was built along the west Union Pacific Kansas line ~~and had~~ which was a 'easy' meeting spot for both cowboys and ^{buyers} ~~prosper~~ (who could ~~arrive~~ travel by rail). As a result ^{The Peril of Road} it boosted the cattle industry by allowing for cowtowns to be set up in places which were in the middle of nowhere ~~before~~ and business to take place that would not have due to distance and difficulty.

One reason the Sand Creek Massacre of 1864 was important towards sett relations with the Plains Indians was due to the press records.

One reason why the sheriffs and marshals were important for law and order after 1876 was because to ^{the} improved control in new settled land. This is evident as in 1877 the Desert Land Act was created and white settlers could claim up to 640 additional acres of land in desert regions on the Great Plains. This mass settlement led to violence and crime in these areas as there was no law enforcement due to its remote barren location and rapid settlement. This meant that there were shoot-outs over land boundaries and drunkenness in new towns and saloons. As a result the US Gov enforced a sheriff to each state (over 100,000 people) who could employ deputies and marshals to individual territories. This is important as it provided a vast network of law and order enforcers.

ment in places that had not been, reducing crime and violence after 1876.

A second reason why sheriffs and marshals were important ~~is~~ for law and order ~~in~~ after 1876 was ~~due to~~ that they ~~opposed~~ reduced the need for vigilantes. Vigilantes were ordinary people who took the law into their own hands, and which added to the lawlessness of the west. ^(legally sanctioned) As a result of the use of sheriffs, deputies and marshals in these areas, vigilantes were relied on less as the law enforcements were elected by the people as they came. This shows sheriffs and marshals were important after 1876 as they reduced crime from happening and then being worsened by vigilantes as they would capture and imprison offenders reducing lawlessness in the west.



First response: Railroads. The candidate has given a clear explanation, showing analysis of importance, such as cow towns and transportation, with a clear line of reasoning making the AO2 a secure Level 3. It is supported with good knowledge, with specifics on when and where they were built, making the AO1 Level 3. Overall, it is the top of Level 3.

Second response: Sheriffs and Marshalls. The candidate has given a clear explanation, showing analysis of importance, such as 'improved control in new settled lands', 'provided vast network', and 'reduced need for vigilantes', and shows clear line of reasoning, making it a secure Level 3. Knowledge and understanding is demonstrated with accurate and relevant information, for example 'Dessert Land Act', making the AO1 secure Level 3. Therefore, overall it is awarded the top of Level 3.



It is important that points are explained, not simply described, to demonstrate analysis of the topic. Two well-developed explanations that also have good knowledge and understanding will enable candidates to attain Level 3.

This is an example of a Level 2 response.

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

One way the railroad network was important for the cattle industry was through being able to reach cattle towns much easier. For example, all it would take to reach a cattle town was a few days instead of a couple of months. This meant that less time had to be used therefore the industry became popular due to it.

Another way the railroad network was important was through the safety it brought. For example, dangers of the trail involved buffalo stampedes Plains Indians and weather. This meant that the railroad could defend people from these dangers so therefore it also increased the popularity of the cattle industry.

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

One way the Sand Creek Massacre was important was how it caused the Plains Indians to wish to take revenge against the Americans. For example, the Americans took out any one, including women and children. This meant that the Plains Indians had been treated incredibly poorly, therefore they wanted revenge.

Another way the massacre was important was the Americans showing that they were perfectly set on ~~ending~~ ending the Plains Indians' nomadic ways. For example, they would later on have the Plains Indians be treated like wards. This meant that the massacre was a showing of what the Americans would do, therefore it added on to the Americans' want to rid the land of Plains Indians.



First response: Railroads. The candidate has provided some explanation with an attempt to analyse importance with reference to ease of movement, making the AO2 Level 2. There is some basic AO1 provided in terms of cattle towns, which means it is a weak Level 2. Therefore, it is awarded a mid-level 2.

Second response: Sand Creek Massacre. In this response an explanation is given with an attempt to analyse, 'take revenge against', but it lacks coherence, making the AO2 Level 2. There is some basic AO1 which is relevant for support on 'women and children', but it is weak Level 2 for AO1. Overall, it is mid-Level 2.



Candidates need to provide specific knowledge to support their explanation.

Paper Summary

Based on the performance seen on this paper, students are offered the following advice:

Make sure that you attempt all three questions, including both parts of Q1 and Q3.

For all questions use accurate and relevant information to show your knowledge and understanding of events.

Q1: Explain a link between the event and the consequence and do not merely describe or state something that happened. Focus on what happened as a result of the event.

Q2: Have a clear beginning, middle and end, ensuring the events or developments in your narrative are linked together to show a clear sequence of events.

Q3: Explain the impact the development/event/person had on the second development/event/person named in the question. Focus on what difference the development/event/ person made.

In this examination series there were still a number of responses with illegible handwriting. Students should be aware that examiners can only credit what they can read.

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

