

Examiners' Report

June 2025

GCSE History 1HI0 P3

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at <https://www.edexcel.com> or <https://www.btec.co.uk>.

Alternatively, you can get in touch with us using the details on our [contact us page](#).



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit <https://www.edexcel.com/resultsplus>. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: <https://www.pearson.com/uk>.

June 2025

Publications Code 1HI0_P3_2506_ER

All the material in this publication is copyright

© Pearson Education Ltd 2025

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.

This examination series saw the change to Question 01 with candidates no longer being required to give two consequences of one aspect of content, are now required to give one consequence of two different aspects of content. This change was made to improve the accessibility of the examination and evidence from responses clearly shows that this has been the case. Candidates are not expected to write any more in their responses than in previous examinations and the writing space available is unchanged.

Centres are reminded that the indicative content in the mark scheme does not state what must be in responses nor does it give any expectation as to how candidates are expected to structure their responses, but is meant to exemplify a range of material which examiners might expect to see in candidates' work. As mentioned in previous Principal Examiner reports, there are a number of candidates that write first person responses, such as diaries, for Question 02. Such responses should be avoided, as although AO1 can sometimes be rewarded, it is very unlikely that there will be any aspects of the work which can access AO2.

Centres are also reminded that where candidates need extra space for a response, this should be on separate extra paper rather than within the space provided for a different question. Where candidates have special consideration to word process their responses, centres should ensure that their B (British Depth Study) and P (Period Study) responses are separated from each other, as two distinct documents.

Question 1

Questions 01(a) and 01(b) focus on consequences, requiring candidates to explain valid consequences (AO2). This implies a link between the stated event and the consequential events or developments that are identified by the candidate. This explanation should be supported with specific information showing good knowledge and understanding (AO1). Candidates are expected to explain 'what happened as a result of the given event, development etc'. (2 x 4 marks).

In Question 01(a), candidates were asked to provide a valid consequence of railroads for the lives of Indigenous peoples of the Plains. Most candidates understood the second-order concept of consequence and were able to identify various consequences, the most common including references to the disruption caused to the buffalo leading to a loss of the traditional nomadic way of life. Candidates who answered well were confident in their explanations of the impact the railroad had on the disruption to buffalo herds including the need to find other ways to access food/resources or the fact that the railroads allowed hunts to take place which decimated the buffalo herd numbers. Those candidates who did mention the move to reservations clearly linked it to the arrival of the railroad, making the link explicit. This question was more successfully answered than question 1b.

In Question 01(b), candidates were asked to provide a valid consequence of Red Cloud's War. Candidates understood the second-order concept of consequence and were able to identify various consequences, the most common being the Second Fort Laramie Treaty. The best answers were from those candidates who achieved well and did so because they were able to show the effects of the treaty, such as the closing of the Bozeman Trail and the creation of the Great Sioux Reservation. A minority of candidates who scored full marks mentioned that not all of the Sioux chose to go to the reservation with Red Cloud. There was confusion with some candidates talking about the Sand Creek Massacre, the Battle of Little Big Horn or Little Crow.

The first response was awarded the top of Level 2.

The second response was awarded the top of Level 2.

- 1 (a) Explain **one** consequence of railroads for the lives of Indigenous peoples of the Plains (Plains Indians).

(4)

One consequence of the railroads is that they were built across all of America, from East to West. The Central Union Pacific and other railroad companies were funded \$16 million per mile built. This however was built through / across indigenous land and disrupted the migration of the buffalo. This meant that their sacred land was destroyed as they didn't believe you could own land but many white settlers believed otherwise. So, many prospectors crossed the ~~g~~ Great Plains and restricted the indigenous people's nomadic lifestyle.

- (b) Explain **one** consequence of Red Cloud's War (1866-68).

(4)

One consequence of the Red Cloud's war was the signing of the Second Fort Laramie Treaty. The Red Cloud's War consisted of Fetterman's trap where there were 7000 Sioux members against 300 from the US army and 80 of them were led into a trap and killed. So, the Sioux signed the ~~new~~ treaty as the first Fort Laramie Treaty was broken numerous times by white settlers. However, chief Sitting Bull and Crazy Horse

refused to sign it due to the lack of trust. This treaty led to the Sioux being put on even smaller reservations that were half the size, restricting their nomadic lifestyle.

(Total for Question 1 = 8 marks)



1a) For the AO2, this response has explained 2 consequences, disruption of migration of buffalo due to railroads across indigenous land and restriction of nomadic lifestyle. Only one needed and meets the requirement for Level 2. For the AO1, there is accurate and relevant information, such as "sacred land", "didn't believe you could own land", which demonstrates good knowledge and understanding. This knowledge is good enough for Level 2 without the extra knowledge regarding the building of the railroads. As both AOs are secure Level 2, the response is awarded the top of Level 2 1b). For the AO2, this response has explained a clear consequence with the Second Fort Laramie Treaty being signed as a result of the war, which meets the requirement for Level 2. For the AO1, there is accurate and relevant information, such as details of the war, which aren't necessary, and recognising it was the Sioux, and the attitude of Sitting Bull and Crazy Horse, which demonstrates good knowledge and understanding. This knowledge is good enough for Level 2. Any information which is inaccurate, such as smaller reservations, is not penalised, as we only mark positively. As both AOs are secure Level 2, the response is awarded the top of Level 2.



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

The first response was awarded the top of Level 1.

The second response was awarded the bottom of Level 1.

- 1 (a) Explain **one** consequence of railroads for the lives of Indigenous peoples of the Plains (Plains Indians).

(4)

less land for hunting and buffalo herds
get separated easily due to train horns

- (b) Explain **one** consequence of Red Cloud's War (1866–68).

(4)

countless indigenous people killed;
men, women, and children, ~~even~~ new
born babies even



1a) For the AO2, this response has offered a simple comment on less land for hunting, meaning it is placed in Level 1. For the AO1, there is generalised information, I buffalo separated, showing limited knowledge and understanding, making it Level 1. Therefore, as both AOs are Level 1, the response is awarded the top of Level 1 1b). For the AO2, this response has offered a simple comment on indigenous people being killed, meaning it is placed in Level 1. For the AO1, there is nothing. Therefore, the best fit is the bottom of Level 1.



Candidates should be aware of consequences positive or negative.

Question 2

Question 02 focuses on an analytical narrative and the AO2 concepts of causation, consequence and change. Candidates were asked to provide an analytical narrative of the key developments of early migration West in the years 1835-49. Most had a beginning, middle and an end, commonly starting with the establishment of the Oregon Trail, reference to Manifest Destiny, incorporating the Mormon migration, before finishing with the California Gold Rush and its impact on sustained migration as a final outcome. Attempts were often made to link events together, with the vocabulary used to do this being selected purposefully. Particularly strong responses deftly organised their chosen material and linked events together with precise language that conveyed an analytical understanding of their impact and relevance to the overall narrative. Those that outlined problems in migration pre the existence of the Oregon Trail were in a strong position to therefore explain the positive impact of the trail. Similarly, stronger answers were able to use this information to throw the struggles of the Donner Party into sharper relief, whilst demonstrating how the Mormon Migration avoided these pitfalls to successfully exploit the Oregon Trail. Those that linked this development with the successful use of the trail for the California Gold Rush were then able to clearly explain the impact of the Gold Rush on the growth and settlement of California. Some jumped around chronologically, making any sort of narrative hard to follow, and there were several who went beyond the time frame of the question, discussing railroads and the Homestead Act, which could not be credited. The question includes two stimulus points and focuses on a specific period when key events, developments and ideas can be analysed as a sequence of events leading to an outcome (AO2). To be awarded Level 3 for AO1 (information, knowledge and understanding) candidates must address three aspects of content. Although most candidates do use the two stimulus points for aspects of content, they do not necessarily have to use those provided.

This response was awarded the top of Level 3.

- 2 Write a narrative account analysing the key developments of early migration West in the years 1835-49.

(8)

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

- ~~the Oregon trail~~ • mormons
- the California Gold Rush (1849)

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

Due to economic failure in the East, many set out to head west due to the promise of free, fertile land. This ended up being called the Great Migration where over 1000 people rushed to migrate west and claimed land on horses. This was one of the first times a large group migrated west and it led to one of the first introductions of the white people to the indigenous people.

Sometime during

~~After~~ this, a man from the East claimed to have fanned a book from God. This started the mormon faith, however due to their different beliefs and acceptance of polygamy they were heavily persecuted by many and forced

to move west. ^{→ later, after the migration,} They followed trails before diverging and heading to Salt Lake City in Utah. They were able to fully settle there, to avoid the harshness of the ~~ee~~ East and this was the early development of communities in the West due to migration. After the initial leader was killed, Brigham Young lead the ~~Mormon~~ ^{Mormon} group and formed a stable place on the ~~P~~ Plains.

Another key development was the California Gold Rush. ~~Once California~~ In California, gold was found and news spread quickly. This led to rapid migration west where many "boom towns" were created for 49ers (which were a name given to those who were involved in the Gold Rush). Due to there not being many ~~peep~~ sheriffs in these new towns, lawlessness and crime was high. This led to the development of new sheriffs and government. (Total for Question 2 = 8 marks)
roles in new towns ~~on the plain~~ ^{in the} west.



For the AO2, this response has a narrative with clear sequencing, and analyses linkage with elements such as, "many set out", "lead to", "forced", "rapid migration", with the final paragraph done particularly well. The events have been linked to the narrative, for example details on the Mormons are not just added in, they continue the narrative and despite it not being a perfect answer, it meets all the requirements for Level 3 and is therefore placed in that Level. For the AO1, there is accurate and relevant knowledge throughout, such as reference to economic failure in the East, the Great Migration, details of the Mormons, the boom towns and 49ers, meaning it is placed firmly in Level 3. Therefore, as both AOs are Level 3, this is awarded the top of Level 3.



Candidates need to provide specific details to support their narrative.

This response was awarded the top of Level 2.

- 2 Write a narrative account analysing the key developments of early migration West in the years 1835–49.

(8)

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

- the Oregon Trail
- the California Gold Rush (1849)

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

In the years 1835-49 one use of early migration West was the Oregon Trail. The Oregon Trail was in the rocky mountains and was the first path created and used to travel West. This path was dangerous and steep but it was the best way to migrate at the time. The Oregon Trail had dangers such as wild animals attacking you or being attacked by Indigenous people. You could also get lost on the Oregon Trail or run out of resources. Although there was many dangers it was still used often and seen as the best way to migrate West at the time.

The California Gold rush in 1849 is where white settlers migrated West after they heard it was the best place to find gold. This resulted in the Indigenous people getting angry and wanting their land back. As it was mostly men who migrated West this

resulted in conflict between them all due to drunkenness. This caused claim jumping which is where other men would steal your plot of land and take the gold from it.



For the AO2, this response shows some organisation into a sequence, with the answer based on the two stimulus points, talking about the Oregon Trail and the Gold Rush. In terms of analysis of linkage the first paragraph is better, with "best way to migrate" and "still used", yet the second lacks coherence, placing it in Level 2. For the AO1, there is some knowledge regarding the Rocky Mountains and conditions in the gold rush, yet it does not address three aspects of content, so it is placed in Level 2. Therefore, as both AOs are Level 2, the answer is awarded the top of 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.

Question 3

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)

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 Homestead Act for settlement in the West; the end of the open range for the cattle industry; reservations for the ways of life of Indigenous peoples of the Plains. The majority of the answers were focused on the Homestead Act and reservations, with the end of the open range being the clear least popular option. 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. The majority of answers were able to focus on the question asked although a large number of candidates are still failing to link their answer to the 2nd part of the question, ie settlement, the cattle industry or ways of life.

In terms of the question on the Homestead Act, this question was answered to a good standard. Students had good knowledge, most knew specific terms of the Act listing who was eligible to claim land, the 160 acres for \$10 and proving up after 5 years and argued that this was an attractive offer to migrants. Those moving into Level 3 by linking the Homestead Act to settlement either supported their analysis with accurate information about how much land was claimed or numbers of claimants, often mentioning Nebraska. Others made the link to permanent settlement through farming and encouraging communities. Inevitably some attempted to claim the Act benefited the Indigenous peoples of the Plains. Railroads and the Timber Culture Act were often included but tended to take the focus away from the Homestead Act unless carefully linked. Problems of farming on the Plains and solutions were often used but the obvious link to settlement was often assumed rather than stated.

In terms of the question on the open range, this was the least answered. For most there was a general description of open range followed by general description of closed range involving barbed wire and changes for cowboys. Better answers focused on great die up and linked this to greater profitability of closed ranches due to selective breeding or changes in the lifestyle of cowboys. Some linked the end of the open range to the Johnson County War. However, there were points of confusion over the open range and long drives, and cattle and buffalo. Weaker responses tended to write anything they knew about the cattle industry, from Goodnight Loving to McCoy and Iliff.

In terms of the question on reservations, this was for many their best answer and popular with candidates. The most common approach was linking reservations to restrictions on nomadic lifestyle, leading to hunger and dependency on the US government, set in the context of the size of reservation constantly decreasing. Stronger answers tended to go beyond a focus on food and nomadic lifestyle. Forcing the indigenous peoples of the plains to go to Christian boarding schools or not being allowed to speak native languages were often used, as were references to religious ceremonies and dancing, and the Dawes Act. There were occasional references to

declining powers of chiefs though these were rarely well supported. Little Crow was often used to illustrate the hardship of the reservations and lack of food. A surprising number of students argued that reservations were good for indigenous peoples as they had their own land and could hunt buffalo. The decision to not restrict answers with dates allowed candidates to talk about any point in the period study concerning reservations.

The first response was awarded the middle of Level 2.

The second response was awarded the top of Level 2.

- ☒ 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).

The Homestead Act of 1862 was important for ~~\$~~ settlement in the west as this allowed white settlers to claim a free 160 acres of land for them to build houses and settle in the West. As well as this, the Timber Culture Act was introduced to white settlers to further encourage them to ~~settle~~ settle in the west. This gave ~~white~~ white settlers another 160 acres if they planted trees on half of their 160 acres - a quarter of their whole owned land. This caused the increase of white settlers staying in the west.

- ✗ 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 people of the Plains (Plains Indians).

The reservations damaged the ~~Native~~ Native American way of life. The natives ~~was~~ lived a nomadic ~~style~~ lifestyle, meaning they could travel ~~where~~ where the buffalo ~~were~~ went so they could hunt. When natives were moved to the reservations, however, this way of life was taken from them. They could no longer hunt the Buffalo, and instead were told to grow their own crops and use given supplies by government officials on the reservations. Although, Natives did not know how to grow their own food and many government officials on the reservations ~~were~~ were corrupt and would just ~~sell~~ sell the supplies intended for the Natives, leading to starvation.



The first answer is about the Homestead Act - For the AO2, this response gives an explanation, with some analysis, with increasing the number of white settlers. This meets the requirements for Level 2. For the AO1, there is accurate information, such as "160 acres", link to Timber Act, but it is not secure, meaning it is weak Level 2. The information on the Timber Culture Act has become the dominant part of the question, which means it is not fully credited. Therefore, the best fit is middle of Level 2. The second answer is about reservations - - For the AO2, this response gives an explanation, with some analysis, with damage to way of life. This meets the requirements for Level 2. For the AO1, there is accurate and relevant information, such as nomadic, details of buffalo, meaning it is Level 2. Therefore, as both AOs are Level 2, this is awarded the top of Level 2.



Candidates need to provide specific knowledge to support their explanation.

The first response was awarded top of Level 3.

The second response was awarded the middle of Level 3.

Indicate your FIRST choice on this page.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

- ☒ The importance of the Homestead Act (1862) for settlement in the West. *impact*
- ☒ The importance of the end of the open range for the cattle industry. *impact*
- ☒ The importance of reservations for the ways of life of Indigenous peoples of the Plains (Plains Indians).

~~the end of the open range~~ ~~the importance~~

The end of the open range was extremely significant and marked a turning point in the cattle industry. First of all, the end of the open range meant that people began to open more close range ranches, removing the necessity for cowboys to cover such a wide area when herding cows and such. This meant that their role was much less adventurous, and they essentially became ranch-hands, helping out on little jobs such as branding cows, observing ranch activity and fixing barbed wire, as this was used to keep cows within certain areas. The idea that the job of a cowboy ~~was~~ was completely reformed marked a significant change in the cattle industry due to the new close range ranch style caused by the end of the open range.



P 7 9 0 2 6 A 0 7 1 2

7

Turn over ►

Another reason the end of the open range was that it allowed cattle ranchers to prioritise quality over quantity of cows on their farms. Previous overstocking ~~at~~ during the open range meant that the quality, and therefore price of cows was at an all time low, making many ranches bankrupt as a result. ~~and~~ This completely changed once the open range ended, as ^{smaller ranches meant that} cows had more grass to eat, and ranchers could focus on ~~the~~ a smaller amount of cattle, increasing their quality and profitability. This new direction within the cattle industry made cattle ranching a profitable career again, ~~it~~ equally allowing America a wider access to high quality meats which ~~were~~ ^{was} important to keep ranches in business. This meant that the end of the open range was positive for the cattle industry and American citizens alike, signifying its importance.

- ☒ 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 people of the Plains (Plains Indians).

The Homestead Act of 1862 significantly encouraged settlement in the West for many reasons. Firstly, the homestead Act gave citizens ⁸⁰ acres of land which they were allowed to use ~~for~~ to live and farm on. This promoted settlement as the opportunity of farming gave Homesteaders a means to live, removing the need for many of them to leave to find jobs. Although the land quality varied between plots, ~~for~~ it was still valid for Homesteaders to attempt farming as the large plots of land gave them plenty of room, equally allowing them to explore other ventures if farming was unsuccessful, motivating them to stay on their plot until they found something perfect for them which they could focus on.

Furthermore, the opportunity to buy Homestead plots ~~is~~ was a significant factor in increasing Western settlement. After living on a Homestead plot for 5 years, Americans were given the

purchase their land for an affordable fee. The affordability of this land made settlement more accessible, and it ~~a~~ equally allowed ~~homesteaders~~ homesteaders to use the rest of their money on important expenses, or save it for when needed. The 5-year scheme was created to prevent businesspeople from taking advantage of the Homestead Act, and while some found ways around this, the scheme was generally successful and well received, allowing people to settle, creating new lives and families, something which was previously off limits.



The first answer is about the open range. This is an example of an outstanding answer, which has done more than needed to achieve the top of Level 3. For the AO2, this response provides an explanation, with a line of reasoning, focusing on the changing of role of cowboys and prioritising quality over quantity with smaller ranches. This more than meets all the requirements for Level 3. For the AO1, there is accurate and relevant information, such as “ranch hands”, “branding”, “barbed wire”, profitability”, demonstrating good knowledge and understanding, meaning it is a secure Level 3. Therefore, as both AOs are Level 3, this is awarded the top of Level 3. The second answer is about the Homestead Act - For the AO2, this response provides an explanation, with a line of reasoning, promoting settlement and preventing businessmen from taking advantage. This more than meets all the requirements for Level 3. For the AO1, there is some accurate and relevant information, such as “land quality” and “5 years”, showing understanding, but it is not secure, meaning it is a weak Level 3. Therefore, the best fit is mid 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.

Paper Summary

Based on the performance across all the five Period Study papers, candidates are offered the following advice:

1. Try to attempt to answer all the required questions, including both parts of Q1 and Q3.
2. On Question 02 keep to the date range specified in the question and include in your narrative an aspect of content which is not covered by the stimulus points provided.
3. On Question 03 briefly take some time to consider your choice of questions to answer and focus on what difference the development, event or individual made to the aspect given in the second part of the question.

In this examination series there was 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>

