



# **Examiners' Report**

## **June 2023**

**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 [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk).

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).



### 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 [www.edexcel.com/resultsplus](http://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: [www.pearson.com/uk](http://www.pearson.com/uk).

June 2023

Publications Code 1HI0\_P3\_2306\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2023

## 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 simple or generalised comments to analytical explanations which show a line of reasoning that is coherent, logical, and sustained.

Q1 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)

Q2 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)

Q3 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 .

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.

## Question 1

This exam series is the first based on Issue 3 of the Specification from April 2021, in which the P3 option was amended and reorganised. The aim of the changes was to make the content flow more logically both within and across the three key topics, thus allowing centres and candidates to see more clearly the narrative threads and connections within the content.

In Q1, candidates were asked to provide two valid consequences of new technology for farmers. 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 technology and not merely describe the technology. 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 different technological advancements that supported the development of farming. The most common features identified were the sulky plough, barbed wire and wind pumps. Most students were able to explain the problems the farmers were facing and how these advances helped. Some could identify the technology but not fully explain how it helped. A limited number of candidates left the question blank.

This is a Level 1 answer.

**1 Explain two consequences of new technology for farmers in the American West.**

Consequence 1:

New technology made it easier for farmers to look after and treat their land, for example the machines/equipment used to lift up land and to get through thick roots.

Consequence 2:

New technology also saved the farmers in the America West a lot of time as not everything would have to be done all by hand, ~~was~~ the new technology made it quicker to get jobs done.



**ResultsPlus**  
Examiner Comments

For consequence 1, the candidate has provided a simple comment about it being easier to treat their land, making the answer Level 1. For consequence 2, the candidate has a simple statement of consequence about saving a lot of time but lacks knowledge, thus making it the bottom of Level 1.



**ResultsPlus**  
Examiner Tip

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

This is a Level 2 answer

**1 Explain two consequences of new technology for farmers in the American West.**

Consequence 1:

The introduction of the steel plough made farming on the Plains easier and more efficient. Due to the Plains having a very dry and rough terrain, farming crops proved to be very difficult. However, the steel plough allowed farmers to be able to ~~not~~ turn the soil, making it more suitable for growing crops. This meant that farmers were able to grow and even sell more crops.

Consequence 2:

The introduction of barbed wire also made farming on the Plains easier. This is because the barbed wire protected crops from being invaded by animals and insects (e.g. grasshoppers). Moreover, the barbed wire was also used to fence off cattle and other farm animals. This stopped animals from straying, as well as reducing feuds between farmers.

over who owned what cattle.



**ResultsPlus**  
Examiner Comments

The candidate has an explained consequence 'more efficient', with analysis of the period in 'able to turn the soil' and grow more crops with specific knowledge used to support, 'steel plough', showing good knowledge 'rough terrain'. The second consequence is that farming was made 'easier', with analysis of stopping animals and specific knowledge used to support with 'barbed wire' and 'fence off cattle'.



**ResultsPlus**  
Examiner Tip

Candidates should provide two different consequences and avoid repeating themselves.

## Question 2

In Q2, candidates were asked to provide an analytical narrative of the developments in the spread of the railroad network in the years c1862-75. There was an improvement in the approach to the narrative question; however there needs to be more work on the connection between events that enable a narrative to be analysed. 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. Successful answers demonstrated good knowledge of the building of the railroad in terms of the two companies involved, it spanning America and the impact the railroad had in terms of migration and the fulfilling of Manifest Destiny. However, many of the candidates answered the question in the same way they would an explanation/importance question as opposed to the narrative. Common phrases such as 'one reason the railroad was important' were seen quite a lot, as opposed to the flow of a narrative. Level 2 answers often demonstrated knowledge of the building of the railroad but did not always address the analytical aspect of the narrative.

This is a Level 2 response

2 Write a narrative account analysing the developments in the spread of the railroad network in the years c1862-75.

(8)

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

- Pacific Railroad Act (1862)
- immigration

- <sup>cow town</sup>  
You **must** also use information of your own.

In the 1862 there was the idea to create a railroad which many people thought was good because they wouldn't have to travel for weeks just to get somewhere. The Pacific Railroad Act was to build a train tracks that travelled directly from the east of America to the West. Trains meant that you can get places quicker, not fire out ~~the~~ live stock and then they could take more things with them because the trains were strong and fast.

Another thing that trains were really useful for was immigration because of the heavy load that the train could carry people could bring their own stuff and not worry about having to carry it. The trains also allowed immigrants to not worry about having to take dangerous journeys such as the Donner party which ended

in cannibalism and ~~stret~~ starvation.

Finally the trains ~~wh~~ were really good for coming back and forth from the cow town. The cow town was made so that farmers could come and sell their cows for a lot more than they'd get at home because there weren't that many farmers in the west which makes it rare to find good cows. The cow town also had other things such as bars ~~and~~ but overall the trains were good for things such as easy and efficient travel.



**ResultsPlus**  
Examiner Comments

The candidate has provided a response which has some sequencing of events, starting with idea 'to build a train' and reasons why. There is analysis of linkage with 'get places quicker' but it lacks coherence, making it AO2 Level 2. It has accurate and relevant information, showing some knowledge with 'east to west', and understanding with 'dangerous journeys', making it AO1 Level 2. Overall, it is the top of Level 2.



**ResultsPlus**  
Examiner Tip

Candidates need to ensure they utilise language which helps analyse the links between the events and not simply list the events one after the other.

This is a Level 3 response.

2 Write a narrative account analysing the developments in the spread of the railroad network in the years c1862–75.

(8)

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

- Pacific Railroad Act (1862)
- immigration

— advertising  
— land, towns

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

Due to the confederate states leaving the USA the pacific railroad act was able to be passed ~~but then~~ commissioning the union pacific and central pacific railroad companies money to build the continental railroad connecting the east and west.\*  
~~the railroad~~ ~~that~~ made travelling west easier as usually you would have to travel on trails <sup>like the oregon trail.</sup> which would take months, a lot of resources, and money.

This led to mass migration west and building of towns along the railroad due to land being given to these companies to sell and increase the attraction of going west. The building of towns along the railroad meant people were more likely to use the railroad network and spend money funding its development.

The use of advertising also increased usage of the railroad funding its spread and development. More people bought land from the railroad companies than claimed on the homestead act <sup>which had a 60% dropout rate</sup> as it gave people ~~a~~ settlements close to civilisation rather than land in the middle of nowhere. The user could use the railroad to travel and trade. This resulted in the completion of the railroad network in 1869 ~~and~~ its influence would be massive in encouraging migration from all over the world and from people in the east leaving a land of unemployment and poverty.

\* This was also funded from the money earned in the ~~gold rush~~ discovery of gold & contributing to the economy and allowing the development of the railroad network. People would be influenced to use it because of this attraction from the west and the economic collapse due to the price of cotton falling ~~over~~ meaning some places had unemployment rates of 25%.



The response demonstrates a narrative which is clearly sequenced, leading to an outcome starting with 'able to pass', 'connecting the east', 'led to mass migration' and reaches an outcome 'resulted in completion'. There is analysis of linkage, e.g., 'easier', and is coherent and logically structured, making AO2 Level 3. The content goes beyond the stimulus points with accurate and relevant information, showing good knowledge with names of both railroad companies, 'use of advertising', making it AO1 Level 3. Therefore, overall the response is awarded a high Level 3.



Candidates need to provide specific information 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: horses for the Plains Indians' way of life; John Iloff for ranching on the Plains; the Battle of Little Big Horn (1876) for US government policy towards the Plains Indians. 'Horses' was by far the most popular option for the question, with the Battle of Little Big Horn the second most popular, and John Iloff the last chosen 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.

In terms of the question on horses, candidates were very confident about how horses were used. The majority acknowledged their use in battle and in hunting buffalo, with many candidates also identifying how they were seen as a sign of wealth and status. However, Level 2 responses often were very descriptive and didn't link directly to the way of life of the Plains' Indians. There was a tendency to confuse Iloff with McCoy and as such led to a description of Abilene and cow towns in general.

The topic of the Battle of Little Big Horn showed good knowledge of the battle and the key events of it. The stronger answers were credited for strong and specific knowledge with points such as the reduction in reservations, growing fear of the Plains Indians amongst the migrant population, and the "assimilate and die policy", with children in Christian schools being a good example of this. There were some candidates who confused earlier events. Those who stayed in Level 2 tended to be very descriptive of the Battle itself.

This is a Level 2 response.

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

~~The importance of horses for the Plains Indians~~

The role of horses was important for the Plains Indians way of life because they travelled <sup>a lot</sup> ~~and~~ and didn't stay in one area that they claimed as their own as Hobs not ~~how~~ <sup>what</sup> they believed in and Hdr land cannot be bought by someone or owned by a nation. Horses helped them travel ~~and~~ ~~efficiently~~ efficiently by carrying items and their tipis that could be ~~being~~ put away and set up in 10 minutes. ~~at~~ ~~riding~~ ~~riding~~ riding horses could make travelling long distances much easier.

Horses also helped the Plains Indians hunt ~~the~~ food such as buffalo which ~~was~~ was made to be much easier as they could ride the ~~the~~ horses ~~to~~ to catch up to an agitated buffalo and kill. They used every

part of the buffalo: ~~use~~ its skin for  
Tipis and fur for <sup>clothes</sup> ~~clothes~~. Even ~~there~~ their  
horns for ~~beds~~ ladles and ~~other~~ utensils ~~and~~  
with horses, Plains Indians couldn't ~~live~~  
highlighting how <sup>important</sup> ~~important~~ horses were for  
hunting ~~and~~ and ultimately, their ~~and~~ supplies ~~and~~  
and way of living.

- ☒ The importance of horses for the Plains Indians' way of life.
- ☒ The importance of John Dill for ranching on the Plains.
- ☒ The importance of the Battle of the Little Big Horn (1876) for US government policy towards the Plains Indians.

76  
87 Dawes  
FE

The Battle of Little Big Horn set back the restrictions on the Plains Indians by getting out of favour with the US ~~government~~ government. ~~Their reservation where made smaller therefore the area of land they could hunt on was limited and they ~~didn't~~ didn't have enough food.~~

// The US government wanted to punish Plains Indians: ~~The Dawes plan was to limit the area of land they could hunt on and to limit the number of horses they could own.~~  
The Dawes plan in 1887 moved Plains Indians into smaller reservations therefore, ~~the~~ limiting even further the area of land in which they could hunt in ultimately limiting their resources and starving them.



First response – Horses. The statements of each paragraph show some reasoning in the explanation, such as ‘helped them travel efficiently’ and the second paragraph also has justification near the end with ‘hunting and utility’, however, there is a lack of cohesion, making this AO2 Level 2. There is some accurate information added, mostly in the first paragraph in reference to items to carry, whilst knowledge is implicit in the second paragraph, making AO1 Level 2. Overall, it is top of Level 2.

Second response – Little Big Horn. The response has some reasoning in the explanation, such as ‘set back restrictions’ and ‘wanted to punish’, with some explanation, however, there is a lack of cohesion, making this AO2 Level 2. There is some accurate information added, with some understanding in terms of ‘smaller reservations’ but this is not secure, making this AO1 low Level 2. Overall, it is middle of Level 2.



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 a Level 3 response for both answers

- The importance of horses for the Plains Indians' way of life.
- The importance of John Dill for ranching on the Plains.
- The importance of the Battle of the Little Big Horn (1876) for US government policy towards the Plains Indians.

Horses were crucial for the Plains Indians' way of life. Horses were a fast ~~and~~ method of transportation and were important for both the Plains Indians' nomadic lifestyle and for hunting the buffalo that roamed the ~~the~~ plains. As a result, Plains Indians used horses whilst they followed the migrating buffalo and their warriors (braves) used horses to chase down and kill buffalo. This was very important for their way of life as it allowed them to ~~not~~ keep up with buffalo and allowed them to use materials for the ~~the~~ killed buffalo in their daily lives. For example, buffalo bones were used as tools and their skin was used to create tipis. Therefore, horses were

crucial for the Plains Indians' way of life as they gave them the tools they needed to live on the plains.

Horses were also very important to Plains Indians' society. In their culture, the number of horses someone had would determine their status in the society. As such, Plains Indians would often raid other tribes for horses (alongside other supplies) to improve the status of their band. Therefore, horses were also important to the culture of Plains Indians and led to conflict between tribes, which was an important part of the Plains Indians' lifestyle. Horses facilitated raids on others as well as providing a means of retreat, which Plains Indians needed, ~~as~~ since they often fled if a battle wasn't going in their favour. Thus, horses were valued in Plains Indians' society.

- ✗ The importance of horses for the Plains Indians' way of life.
- ✗ The importance of John Dillinger for ranching on the Plains.
- ✗ The importance of the Battle of the Little Big Horn (1876) for US government policy towards the Plains Indians.

The Battle of the Little Big Horn influenced US government policy towards the Plains Indians by changing white settlers' attitudes towards Plains Indians. General Custer and his men were massacred by the Sioux when they attempted to attack them at Little Big Horn in 1876. 225 US soldiers were killed and many of their bodies were mutilated and/or scalped. This was a shock to white settlers and caused them to want to destroy Plains Indian culture and way of life, whereas, before, they had simply wanted them to learn ~~the~~ the values of white settlers and ~~their~~ Christianity. Plains Indians now had to be assimilated into US culture or killed. Therefore, the US government

kept decreasing the size of Plains Indian land until it was announced there was no longer an Indian frontier in the USA. This was to further force the Plains Indians to rely on the US government so that they could be controlled more easily.

The Battle of the Little ~~Big Horn~~ Big Horn ~~also~~ was also important for US government policy as it led them to ~~see~~ <sup>treat</sup> the Plains Indians as a real threat. This was because the Sioux had overwhelmingly defeated Custer's men at Little Big Horn. Backup was sent in the form of the US army to force the Sioux to return to their reservation. Due to the US government feeling more threatened by the Plains Indians, they were treated much more brutally. The Wounded Knee Massacre happened as a result of US officials feeling threatened by the ghost dance. Therefore, US policy was changed to react brutally to possible threats from the Plains Indians.

(Total for Question 3 = 16 marks)



First response – Horses. The response provides a clear analysis of importance, with a line of reasoning that horses were important for both 'nomadic lifestyle and hunting', and has a clear link to way of life, making this AO2 Level 3. The candidate has supported deploying good knowledge and understanding of the period, with reference to use of the buffalo and relationship of number of horses, making this AO1 Level 3. Overall, it is top of Level 3.

Second response – Little Big Horn. The response provides an explanation with analysis and a line of reasoning, with the impact on attitudes of white settlers leading to decreasing size of land and establishing Plains Indians as a real threat, making this AO2 Level 3. There is good knowledge and understanding of the period shown, with reference to details of the battle, 'Indian Frontier', and treatment of the Sioux, making this AO1 Level 3. Overall, it is top of Level 3.



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 simply describe or state something that happened. Focus on what happened as a result of the event.
- Q2: focus on the date range specified in the question and ensure 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 was a noticeable increase in the 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>

