



# Mark Scheme (Results)

November 2021

Pearson Edexcel GCSE  
In History (1HIA & 1HIB)  
Paper P3 Period study (1HIA & 1HIB P3)

Option P3 The American West, c1835–c1895

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## How to award marks when level descriptions are used

### 1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

### 2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

#### Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

#### Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

### Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

P3: The American West, c1835-c1895

Question		
1		<p>Explain <b>two</b> consequences of the concept of Manifest Destiny for migration.</p> <p><b>Target:</b> Analysis of second order concepts: consequence [AO2];            Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 4 marks.  <b>AO1:</b> 4 marks.  <b>NB</b> mark each consequence separately (2 x 4 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> <li>• Simple or generalised comment is offered about a consequence. [AO2]</li> <li>• Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>• Features of the period are analysed to explain a consequence. [AO2]</li> <li>• Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying <b>no</b> 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 <i>and</i> understanding.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The belief in a God-given right to occupy America increased the number of migrants moving to the West.</li> <li>• Manifest Destiny allowed for the Indian Frontier, which had been guaranteed, to be breached, thus opening the way for further migration west.</li> <li>• It helped justify the poor treatment, and taking of land, from the Native Americans by indicating that white settlement was inevitable.</li> <li>• The increased migration due to the concept of Manifest Destiny provided those who believed in it with a justification to settle in order to extend 'civilisation' to new areas.</li> </ul>		

Question		
2		<p>Write a narrative account analysing the key events of the range wars between cattle ranchers and homesteaders.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• rustling</li> <li>• Johnson County War (1892)</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1].  <b>AO2:</b> 4 marks.  <b>AO1:</b> 4 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2]</li> <li>• Limited knowledge and understanding of the events is shown. [AO1]</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1]</li> </ul> <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	6–8	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1]</li> </ul> <p><i>No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

### 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:

- Tensions between cattle ranchers and homesteaders arose over access to land and water supplies when homesteaders started fencing off their land with barbed wire.
- Wealthy cattle barons, who wanted to force settlers off the land and maintain the open range, had the support of powerful businessmen and politicians.
- Homesteaders who had been accused of rustling cattle by claiming the new unbranded calves, were rarely convicted by local juries, which led to cattle barons taking the law into their own hands.

- Cattle barons hired gunmen to hunt down people accused of rustling, such as Ella Watson and Jim Averill, who were lynched after Averill claimed the cattle barons were land-grabbers.
- The planned invasion of Johnson County in 1892 by the cattle barons to kill 70 men to stop rustling, was supported by the governor of Wyoming but failed due to local resistance.
- Despite the Wyoming Stock Growers Association (WSGA) using its power to delay the trial of the invaders until it was dropped, there was widespread condemnation of the cattle barons and they lost political power.

Question		
3		<p>Explain <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• The importance of the expansion of the railroads for settlement in the West.</li> <li>• The importance of gold prospecting for conflict with the Plains Indians.</li> <li>• The importance of new farming technology for farming in the West.</li> </ul> <p><b>Target:</b> Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 8 marks.  <b>AO1:</b> 8 marks.  <b>NB</b> mark each part of the answer separately (2 x 8 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, showing limited development and organisation of material. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]</li> </ul>
3	6–8	<ul style="list-style-type: none"> <li>• An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying <b>no</b> 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 <i>and</i> understanding.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p><b>The importance of the expansion of the railroads for settlement in the West.</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Pacific Railroad Act funded the building of the First Transcontinental Railroad, which made migration easier and cheaper for settlers to move to the West.</li> <li>• The government gave the Union Pacific and Central Pacific companies federal land, which the companies then sold to settlers, thus encouraging the settlement of 200 million acres of land in the West.</li> <li>• The establishment of the Transcontinental Railroad facilitated trade between the industrial North and the agricultural West, providing growth of towns along the route.</li> <li>• The Pacific Railroad Act took away the rights of the Plains Indians to land along the route, thus allowing easier settlement for white settlers.</li> </ul>		



**The importance of gold prospecting for conflict with the Plains Indians.**

Relevant points may include:

- The discovery of, and prospecting for, gold caused mass migration onto Plains Indians' land, pushing the native population off their traditional lands.
- The large influx of prospectors disrupted the hunting grounds of the Plains Indians, causing conflict.
- Prospectors crossed into sacred grounds, breaking the Fort Laramie Treaty and creating conflict with the Plains Indians.
- The discovery of gold in the Black Hills led to Red Cloud's War, when the US Army built forts along the Bozeman Trail to help prospectors get to Montana.

**The importance of new farming technology for farming in the West.**

Relevant points may include:

- The use of barbed wire protected crops from being trampled or eaten by livestock straying onto farming land.
- To help with dry farming, the development of steel ploughs increased the amount of land being cultivated.
- The mechanisation of agricultural machines, such as seed drills, made farming more efficient and productive.
- The lack of water made farming difficult and was overcome by metal wind pumps, which provided water from underground, allowing crops to be watered.

