



Examiners' Report

June 2019

GCSE History 1HI0 P3

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Introduction

The Period Study focuses on an understanding of the unfolding narrative of a time period, with candidates required to answer three questions targeted at Assessment Objective 1 (Knowledge and Understanding) and Assessment Objective 2 (Analysis of Second Order Concepts).

As of the 2019 series, the Period Study forms a separate booklet to the British Depth Study sat during the same examination. Candidates should be reminded not to answer the British Depth Study questions in the Period Study booklet, or vice versa, and where extra paper is used, to ensure that separate sheets are used for the Period Study and the Depth Study, with each attached to the relevant booklet.

Q1 will always focus on consequence, requiring candidates to explain two valid consequences, giving equal attention to both. It is deliberately designed to be accessible to the entire ability range. However some candidates provided more detail than was necessary, leaving less time to address higher tariff questions.

Q2 focuses on analytical narrative. The analytical narrative will always focus on a period containing events or ideas that can be perceived as a sequence; this could cover a number of years or a much shorter period. Candidates should be clear about the time span of the question to ensure they cover an acceptable range and what it is the narrative is designed to analyse. It is vital they understand the narrative concept, with the sense of a beginning, development and end, rather than produce three paragraphs which do not directly link. These stimulus points serve a different purpose to those on other questions; they will be useful reminders to candidates of sign posts along the narrative and not things they need to develop. Candidates do not need to use these stimulus points but there is an expectation that there will be some depth of knowledge, shown by three discrete points in the narrative being covered, although this does not mean candidates need to identify three different events.

For Q3, candidates were required to analyse the importance of an event/person/development. The question focuses on what difference the event/person/development made in relation to situations and unfolding developments. They had to answer two topics out of a selection of three. Responses ranged from impressive analysis focused on the appropriate second-order concept (AO2), which were supported with accurate, relevant and good knowledge (AO1), to those from candidates that offered simple comment with limited knowledge for support.

Progression in AO1 is shown by the 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. Centres are reminded that the indicative content in the markscheme 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 is important to recognise that in this series there was a noticeable increase in the number of responses with handwriting which was difficult to read. It is vital that candidates are made aware that examiners can only credit what they can read.

Question 1

In Q1 candidates were asked to provide two valid consequences of the Fort Laramie Treaty (1868).

Most candidates understood the second-order concept of consequence. Those that did well knew specific information, such as the closing of the Bozeman Trail and the Great Sioux reservation.

This is a low level 2 answer.



For consequence 1, the candidate has provided a consequence in terms of the white settlers no longer being able to reach the gold but the supporting knowledge is not specific due to an error in referring to the "Chisholm Trail". Thus, the AO2 is a secure level 2 and AO1 is a weak level 2.

The candidate provides a valid consequence 2 in the form of splitting up reservations making the AO2 level 2 but the knowledge is not specific so only AO1 is credited at level 1 and AO2 is not credited.

Overall, the response is low level 2.



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 the Fort Laramie Treaty (1868).

Consequence 1

The army moved out of Red Cloud's reservation and no more forts were built. As both Red Cloud's band and the Army stuck to their sides of the agreement, relations between his particular band and the government improved immensely as Red Cloud's band lived more peacefully on the reservation without violence.

Consequence 2

The Great Sioux Reservation was created. This was a large reservation where the Sioux were eventually confined to. It eventually caused more resentment among the Plains Indians as the government began to shrink its size, and reduce hunting ground sizes, which enabled the government to have more control over the Indians as, due to this treaty, they could no longer be nomadic, which destroyed their way of life as they became more dependent upon the

government for resources.



The candidate has provided two clear consequences, with improved relations and reduction in areas for Plains Indians, both of which have been explained with reference to specific details such as no more forts and the Great Sioux reservation. Therefore, the candidate gained full marks for both consequences.



Candidates should provide two different consequences and avoid repeating themselves.

Question 2

In Q2 candidates were asked to provide an analytical narrative of the Mormon migration in the years 1846-47. There was an improvement in the approach to the narrative question, however, there needs to be more work on the linking of events. 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 demonstrated analysis of links, for example 'consequently' and 'which resulted in'. This was apparent even if they had more limited knowledge.

Many candidates were familiar with the key elements of the story, with winter quarters, researching maps, splitting into teams, military discipline and trail finders regularly referenced. More able candidates were aware of the appeal of the Great Salt Lake as outside the USA, isolated and unsettled. It was pleasing to see that the majority of answers wrote a narrative that ended with a definite outcome. Weaker answers included the basic events but failed to explain how one event linked to the other. Weaker candidates also struggled to remember who the Mormons were, confusing them with Indians, gold miners or the Donner Party.

This is a level 2 response.

2 Write a narrative account analysing the key events of the Mormon migration in the years 1846-47.

You may use the following in your answer:

- attitudes towards Mormons
- Great Salt Lake

Joseph Smith

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

Joseph Smith founded the Christian Church of later day saints - Mormons. The mormons had different views than others these included the act of polygamy and the belief that the mormons were the chosen ones and jew was infact born in the US. This angered the governments so states made it illegal to practice acts such as polygamy. Eventually Joseph Smith was executed and someone new took over to lead the mormons - Brigham young. Young migrated the mormons to salt lake where they could set up their own state with their own laws. He set up winter quarters along the trail so that in the winter as they were migrating they wouldn't freeze. He sent groups at a time with specific skills to help them with their migration. Once they arrived at salt lake they set up specific resources to help them get things like clean water ect to

help them on their survival.



This candidate has provided an account with some sequences but has not developed the links. This makes the narrative weak earning the AO2 a weak level 2.

The candidate has written more about the background of the Mormons rather than the migration making most of the knowledge irrelevant, yet there is enough to award the AO1 a level 1.

Overall, this response is placed at low level 2.



Candidates need to ensure they utilise language which helps to 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 key events of the Mormon migration in the years 1846–47.

You may use the following in your answer:

- attitudes towards Mormons → Illinois, advance party
- Great Salt Lake

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

In 1846, Brigham Young (who was the current leader of the Mormons) ~~was~~ told the Mormons they would have to move away from Illinois due to the negative attitudes surrounding them. He said God had influenced his decision and so preparations began for the 2250 km journey. Brigham Young made sure every person had a specific role so that everyone was occupied, taught them to form a circle with their wagons for safety and made sure they had enough food to last a year.

In addition, Young also organised an advance party once they reached the trail the Donner Party had taken in 1846. This party mainly included young, fit men with a variety of skills that would be useful in preparing the route for the rest of the Mormons. They marked the route with water sources and good grass for the cattle, ~~and also~~ planted crops and made sure the route was passable for wagons. Once the route had ended the rest of the Mormons began the second stage of their journey.

Finally, once they ~~reached~~ reached the Great Salt Lake they

had to work hard in ensuring the area could be lived in. They built irrigation systems to ensure the land had enough water due to the salty surroundings and began to farm it. The land, water, crops etc. belonged to the Church and were handed out equally meaning everyone worked for the success of their city rather than just themselves. Hard work meant they quickly built towns suitable to survive safely in so more Mormons could also make the journey.



This response provides a clear narrative about the Mormon migration with some linking of events, as demonstrated with phrases such as 'influenced his decision' and 'finally', but the nature of the link is not well explained resulting in the AO2 being a weak level 3.

The content goes beyond the stimulus points with details regarding role of Brigham Young and preparation of the route providing clear knowledge and understanding. Therefore, AO1 is also in level 3.

Overall, this response is awarded a mid 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: the changes in ranching for the cowboys' way of life; the Exoduster movement (1879) for the growth of settlement; the extermination of the buffalo for the Plains Indians' way of life. The questions on the cowboys and buffalos were the most popular.

Candidates who addressed the importance of the factor raised in relation to 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 the cowboys, level 2 responses often provided general knowledge about the changes in ranching, rather than having specific knowledge about the role of cowboys. Candidates who attained level 3 recognised multiple implications and were more likely to focus on less adventurous lifestyles, ranch rules and changes to types of work. Weaker candidates tended to take details that they knew about the cattle industry, such as putting cows on trains, the use of barbed wire by homesteaders causing problems on the open range and tried to link those to making cowboys life easier or more difficult. There were also some candidates who tended to see cowboys purely as outlaws.

The topic of the Exodusters led to some weaker responses which seemed unaware of who the Exodusters were but wanted to write about migration and settlement. There was a clear awareness of the problems of ex-slaves in the South after the Civil War which led to candidates producing mid level responses. In better responses numbers were often used to support the idea of mass migration, Kansas was known as the key state and Singleton was mentioned by name. Some candidates were aware of the problems Exodusters faced and that many of them moved on to Nebraska.

The question on the buffalo produced some very good responses at level 3 with candidates giving a wide range of examples of the changes for the Plains Indians with some using the Dawes Act to show them being forced into farming, while others preferred the schooling of young people, or changes in the social status of men as they were no longer hunters. The responses which remained in level 2 often demonstrated knowledge by making simple links about Plains Indians starving or going to reservations and the end of the nomadic lifestyle. Weaker candidates tended to focus on the Plains Indians' uses of buffalo rather than their elimination, or on how buffalo were eliminated rather than its effect on the Plains Indians' lifestyle.

This is a level 3 for the first answer and level 2 for the second.

The Exoduster movement in 1879 was very important for settlement. After the Civil War ended in 1865, ~~at~~ the North had won and slavery in the south had been legally abolished resulting in many freed black slaves. As many slaves moved North they impacted jobs and living areas, towns were much more diverse. The economy grew as well as there were more workers ~~that~~ doing jobs mainly on farms.

Another way their Exoduster movement was important on settlement was their migration. In around 1879 there had been a ~~to~~ rumour that Kansas was the best place to move as there was plenty land and little racism.

There was a mass migration North to Kansas and by 1879 there had been over 4,000 slaves that had newly moved to the North. The majority of them stuck around Kansas as well which largely increased Northern settlement.

② One way that the extermination of the buffalo was important to the Plains Indians' way of life was that they used the buffalo for everything. The buffalo was used completely for resources and none was left unused. Its hide was used for clothes, horns for cups, meat for food and dung for fuel etc. When they were exterminated it was detrimental to the Plains Indians as they had no way of living.

Another reason the extermination of buffalo by the White settlers was ~~the~~ important was the push of Manifest Destiny and the want to change the Plains Indians' way of life. The settlers wanted to change

now the Indians lived so it suited them as the settlers saw themselves as superior, this fits with their later views of 'assimilate or die'. To

~~To~~

To conclude, the buffalo's extermination was very important to the Indians way of life as everything was changed by it.



First response – Exoduster – provides an explanation such as reference to growth of the economy, with some line of reasoning making the AO2 a level 3. There is understanding of the importance of settlement but the knowledge lacks depth making the AO1 a level 2.

Overall, this is a low level 3.

Second response – Buffalos – shows the importance of buffalo to the Plains Indians but doesn't explain the impact of extinction on their way of life; this is instead asserted rather than explained. There is an attempt to analyse but the reasoning is not always clear and it lacks coherence making the AO2 a weak level 2. There is knowledge of the period but not the required specific features meaning the AO1 is a level 2.

Overall this is a mid 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 changes in ranching for the cowboys' way of life.
- The importance of the Exoduster movement (1879) for the growth of settlement.
- The importance of the extermination of the buffalo for the Plains Indians' way of life.

-decrease in ~~low~~ crime in cow towns
↓
needed more often

The changes in ranching was important for the cowboy's way of life because it changed the ~~the~~ way cowboys worked. During the open ranches, cowboys rounded up cattle and drove them to cow towns. It also meant that cowboys didn't work as often ~~beca~~. However, after the winter of 1886-87, ranchers changed to closed ranches. This was important for the cowboy's way of life because it meant their job changed. Their jobs changed ~~because~~ because of the closed ranges. This meant the cowboy's were expected to ~~to~~ repair the fences that the cattle were fenced into. It also meant they had to feed and water the cattle because the closed range meant that the cattle were ~~at~~ not independent on getting their own food and water. This ~~was importa~~ the changes in ranching

were important for the cowboy's way of life because the closed range changed how the ~~cow~~ cowboys' worked.

Another reason why changes in ranching were important to cowboy's way of life was because it ~~stopped them committing crime in cow town~~ decreased how much they gambled and drink in cow towns. The closed ranches meant that cowboys were needed everyday to feed the cattle and repair ~~to~~ things such as fences. This changed their way of life because ~~before the cattle~~ when the cattle roamed in open ranches, the cowboy's were only needed for the long drive and to round up cattle often. This meant they had more time to gamble and drink in the cow towns which led to them getting into gun fights and committing other crimes. This meant the changes in ranching changed the cowboy's way of life ~~because~~ because they ~~didn't~~ didn't drink and gamble or commit as much crime, which made them more trustworthy and reliable to ranchers.

- ☒ The importance of changes in ranching for the cowboys' way of life.
- ☒ The importance of the Exoduster movement (1879) for the growth of settlement.
- ☒ The importance of the extermination of the buffalo for the Plains Indians' way of life.

relied on
US government
had to live
like white
Americans

changed their way of life
as they relied on buffalo
for everything

The extermination of the buffalo was important for the Plains Indians' way of life because it meant the Plains Indians had to live like white Americans. The US government aimed to get the Plains Indians to live like the white Americans because of manifest destiny. The extermination of the buffalo meant that the Plains Indians couldn't live their traditional way of life which was living in tipis which was made from buffalo fur, and hunting buffalo.

This meant that the extermination of the buffalo was important for the Plains Indians way of life because it meant they could no longer live in tipis and hunt buffalo which was a traditional way of life. It also meant the extermination of the buffalo was important for the Plains Indians way of life because they had to learn to hunt without buffalo and

live like the white Americans on the Great Plains to farm and grow crops.

The extermination of the buffalo was important for the Plains Indians way of life because it meant that the Plains Indians had to rely on the US government for resources such as food.

This is because the Plains Indians only hunted buffalo to survive. ~~the extermination~~

This meant the extermination of the buffalo was important ~~because~~ for the Plains Indians way of life because it ~~led~~ led to more conflict between the US government and the Plains Indians as they were angry that their traditional way of life has gone. This led ~~to the~~ ~~wounded~~ ~~knee~~ ~~Massacre~~ to the US government making "assimilate or die". This meant that by killing all the buffalo the Plains Indians had to live like the white Americans or they would die.



First response – Cowboys – provides a clear analysis of the changes in ranching in relation to the cowboys' way of life, such as the way the cowboys worked and them becoming more trustworthy along with a line of reasoning being developed. This makes the AO2 level 3. Knowledge is accurate and relevant so AO1 is also level 3.

Overall the response is a high level 3.

Second response – Buffalo – has good analysis and reasoning, with reference to the Plains Indians being forced "to live like white Americans" and becoming reliant upon the US Government. AO2 is a secure level 3. There is accurate and relevant information to support the analysis making the AO1 a secure level 3.

Overall, the response is a high level 3.



Candidates need to provide specific knowledge to support their explanation.

Paper Summary

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

- Share the knowledge that you have learned: if you are not sure how to answer the question, pick out the topic specified and write down what you can remember about it. Aim to write something for every question.
- When tackling Q1, ensure the explanation shows the link between the event and the consequence and don't simply describe something that happened after the event.
- On Q2, make sure that you focus on the date range specified in the question and don't waste time writing about things that happened before or after.
- On Q2, make sure your narrative response has a beginning, middle and end. Don't write it in the first person or as a story – a historical narrative is like a television documentary, as opposed to a drama, and it needs to be clear that the events you're writing about actually happened.
- On Q3, read the question really carefully to make sure you are selecting the correct content for your answer.
- Good answers on Q3 will explain why the development/event/person specified was important, but better answers explain the impact they had on the second development/event/person named in the question. So try to ensure that you can explain the impact **for** the second development/event/person, rather than keeping it general.

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