



Examiners' Report

Principal Examiner Feedback

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Pearson Edexcel GCSE

In History (1HI0)

Paper P3 Period study

Option P3 The American West, c1835–c1895

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PE Report Paper P3

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.

Question 1 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.

Question 2 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 Question 3 candidates were required to analysis 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 mark scheme does not imply what must be included in a response nor does it give any expectation as to how candidates are expected to structure their responses.

It 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 question 1 candidates were asked to provide two valid consequences of the Dawes Act (1887). There are 4 marks available for each consequence. This implies a link between the stated event and the events or developments that are identified by the candidate. Candidates should make sure that they explain how these events / developments happened as a result of the Dawes Act and not merely subsequent to it. This explanation should be supported with specific information showing good knowledge and understanding (AO1). Most candidates understood the second-order of concept of consequence. Those that did well knew specific information, such as tribal structures were weakened and white settlers could purchase unallocated reservation land. Weaker answers were vague, frequently making generalised references to the problems the Plains Indians faced on reservations. There were unfortunately a number of candidates who wrote about the establishment of the reservations. Some candidates merely rephrased the same consequence and as such were only awarded for one of them. A limited number of candidates left the question blank.

Examples:

The American West, c1835-c1895

Answer ALL questions in this booklet.

1 Explain **two** consequences of the Dawes Act (1887).

Consequence 1

Lead to Indians being given land like white settlers. Each Indian family was given 160 acres of land and an extra 40 acres if they had any children under the age of 18. The land they were given was infertile which prevented them from growing any crops.

Consequence 2

It led to the destruction of the Indian way of life. Indians did not see themselves as farmers thus the Indians sold the land they were given to white settlers for a very cheap price. As a result of this, the Indians had very little land and not much money. In addition, this effected their main food source as the Indians were unable to chase down

buffaloes as they couldn't go through
other people's land.

(Total for Question 1 = 8 marks)

Introduction: This is a level 2 response

Examiner comment: For consequence 1 the candidate has provided a consequence with features explained to make to AO2 level 2. This is supported by specific knowledge, with reference to 160 acres for example making the AO1 a clear level 2. For consequence 2 the candidate provides a valid consequence in the form of loss of land for the Plains Indians and is supported with specific information, making both AO1 and AO2 level 2. Therefore, the response is Level 2 for both consequence 1 and consequence 2.

Question 2

In question 2 candidates were asked to write an analytical narrative of the continuing attempts to establish law and order in the years c1876-c1895. Whilst candidates often demonstrated good knowledge and understanding of the period, 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 many candidates had been taught to use language which demonstrated analysis of links, for example 'consequently', 'which resulted in', which was apparent even if they had more limited knowledge. Many candidates were familiar with the roles of the marshals and sheriffs, vigilantes and Billy the Kid. More able candidates were aware of the limitations placed on law enforcement due to the vast areas and poor pay. There were not enough answers which completed 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 the details of the OK Corral and other events of the period. There were a limited number of candidates who did not attempt this question.

Examples:

2 Write a narrative account analysing the continuing attempts to establish law and order in the years c1876-c1895.

You may use the following in your answer:

- sheriffs and marshals
- OK Corral (1881)

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

The Government needed to establish law and order in the west as more and more people starting moving there and law and order was becoming increasingly worse. Their first attempt to do this was using sheriffs and marshals in the west. However, this wasn't very successful because there weren't enough sheriffs and marshals for the ~~the~~ widespread population in the west, and the population was so spread out across areas that there was bound to be communities that weren't overseen. The sheriffs and marshals also had a very corrupt system, and were easily bribed with trade or money, meaning that criminals often get away with things they shouldn't have and the innocent were found guilty. The sheriffs were also very racially discriminative and were often biased on their decisions concerning white settlers and native Indians.

The Pinkerton ~~is~~ is another example of an attempt to establish law and order in the west.

The Pinkertons were a private detective society who investigated and arrested criminals, and found out about ~~the~~ ~~of~~ what was going on in towns. The Pinkertons were more successful because they were more professional than the sheriffs and marshals but there were fewer of them.

An example of people attempting to establish law and order in the west without the government's input were the vigilantes. These were people who oversaw law and order in smaller towns however were not professional or trained, and therefore had their own methods and own ideas about how to deal with law and order. They arrested people on a whim, were very racially discriminatory, and often had people lynched without even being tried in front of a court. They also had the belief that people were guilty until proven innocent, and that shootings were justified if they (usually a white male settler), had a good reason for shooting, e.g. cattle rustling, hostile Indians.

(Total for Question 2 = 8 marks)

Introduction: This is a Level 2 response

Examiner comment: The candidate has provided some analysis of links e.g. "their first attempt" but this is not always coherent, which makes the narrative weak making the

AO2 a mid level 2. The candidate has demonstrated some good knowledge however only the first paragraph is within the relevant time frame, making the AO1 a mid Level 1=2. Therefore, overall this response is placed at mid level 2.

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 Indian Appropriations Act (1851) for the Plains Indians' way of life; the Oregon Trail for early migration to the West; the Civil War for settlement in the West. All the questions were selected equally with no clear preference for any one topic. 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 Indian Appropriations Act, candidates who attained Level 3 recognised multiple implications and were more likely to focus on being forced out of traditional lands and dependence on the US government. Weaker candidates tended to describe details that they knew about the way of life of the Plains Indian, such as uses for the buffalo.

The topic of the Oregon Trail led to some weaker responses which seemed to confuse the Mormon migration as a key example of the use of the Oregon Trail. Better responses were aware of the impact on migration in terms of providing a practical route and often linked this to Manifest Destiny.

The question on the Civil War produced some good responses at Level 3 with candidates giving a wide range of examples including the passing of the Homestead Act and the impact of ex-soldiers in the West. Weaker answers often talked about settlement generally across the whole period of the unit and some students were unaware of what the Civil War was, confusing it with wars with the Plains Indians.

Examples:

Indicate your FIRST choice on this page.

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

- The importance of the Indian Appropriations Act (1851) for the Plains Indians' way of life.
- The importance of the Oregon Trail for early migration to the West.
- The importance of the Civil War for settlement in the West.

The importance of the Indian Appropriations Act for the plain way of life is that ~~of~~ Plain Indians that they were moved into the reservations by the government because of the settlers wanting land. This means that they can't hunt buffaloes as they are put into reservation nor can they live an nomadic life style. More specifically, ceremonial dances & the medicine man were also the way of life for the Indians because they believed that they would be ~~connected to~~ ^{away to} connect to the Spirit world & the ~~the~~ great spirit called Wakan Tanka. However this was tradition was stopped on the reservation & the Indians were forced to go to school & learn English, for example

The importance of the ~~the~~ Oregon trail was an early migration to the west. This was partly ~~because~~ ^{because} of the gold rush in 1848. Moreover, General George Custer were sent with these migration groups because they were attacked by the Plain Indians. This was to help the migration go safely. ~~more~~ Specifically, ~~they~~ ^{they} believed in manifest destiny which caused them to take land from the Indians because they believed it was God's will to take over land which made it ~~easier~~ ^{easier} to migrate to the west for the homesteaders looking for a land to live on without being attacked by the Indians

Introduction: This is Level 2 for both answers.

Examiner comment:

First response – Indian Appropriations Act–The response provides an explanation such as reference impact on nomadic lifestyle with some attempt to analyse importance and some reasoning, thus making the AO2 a Level 2. There is some understanding of the importance, but the knowledge lacks depth making the AO1 a Level 2. Overall this is Level 2.

Second response – Oregon Trail– The answer shows some attempted explanation and there is an attempt to analyse but the reasoning is not always clear and it lacks coherence making the AO2 a weak Level2. There is some knowledge of the period in regard to manifest Destiny but not the required specific features meaning the AO1 is a level 2. Overall this is a mid Level 2.

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, pickout 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.

