



Examiners' Report **June 2022**

GCSE History 1HIA P3

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Introduction

The Period Study focuses on a time span of at least 50 years and requires students to understand the unfolding narrative of substantial developments and issues associated with the period.

In this examination students 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 student's increasing ability to select information precisely and to show wide-ranging knowledge and understanding. Progression in AO2 is shown by a student's response moving from simple or generalised comments to analytical explanations which show a line of reasoning that is coherent, logical, and sustained.

Q01 focuses on consequence, requiring students to explain two valid consequences. (2 x 4 marks)

Q02 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 or ideas that can be analysed as a sequence of events. (8 marks)

Q03 focuses on the importance of an event/person/development in relation to situations and/or unfolding developments. Students 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 students are expected to structure their responses.

Question 1

In question 1, students were asked to provide two valid consequences of the Homestead Act (1822). 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 student. Most students understood the second-order of concept of consequence. Responses for question 1 covered the full-mark range. Many students showed good understanding supported with specific information, with most students able to access at least Level 1.

At Level 2 students explained consequences resulting from the Homestead Act (1862) such as first farming of the Great Plains and its effect in stimulating settlement on the plains. Most students were aware of the terms of the act and there were wide-ranging consequences provided.

One of the most popular was the consequences for the Plains Indians, which worked best as conflict over land and upsetting nomadic lifestyle. However, a few students thought Plains Indians claimed land under the Homestead Act or confused it with Plains Indians learning to farm on reservations. Other key factors raised demonstrated students' awareness of the problems of farming and the land being bought up by speculators.

Many Level 1 responses tend to be simple comments such as 'people migrated' or 'tensions between people', which lacked specific support. Some students tried to link together a range of consequences together rather than developing a single consequence, which resulted in lack of explanation.

1 Explain **two** consequences of the Homestead Act (1862).

Timber culture act 1873
New techniques Red Turkey wheat variety

Consequence 1

After the ~~ear~~ Homestead act of 1862 it enabled Americans to get 160 acres on the plains for only \$10 upfront and then paid up another \$30 after 5 years of work. However due to the geographical conditions of the land and harsh weather in the environment as a consequence farmers had to develop new techniques. This enabled a technique called Dry farming. This was where they ploughed the fields immediately after it rained so then water was conserved. This meant ~~was~~ red Turkey variant of wheat could be planted as it required little amount of water and thrived in hot conditions. This consequence to the homestead act meant that homesteaders were more likely to be able to develop the land and become successful.

Consequence 2

Another consequence of the homestead act was the ~~timber culture act of 1873~~ was new legislation. The timber culture act of 1873 enabled homesteaders to gain ^{the} enough 160 acres of land as long as a quarter were trees for free. This was a positive impact of the homestead act as it meant that they ~~gain~~ homesteaders gained access to ~~new~~ land more resources, so they could build new timber houses which were more sanitary than the sod houses and enabled larger amounts of investment.

This consequence of the homestead act meant land owners would spend lots of money on resources and more likely to become a successful homesteader.



ResultsPlus
Examiner Comments

Both consequences are awarded high Level 2. Consequence 1 reaches AO2 Level 2 with analysis of features of the period, particularly in the last sentence with 'more likely to develop the land'. For AO1, specific information for Level 2 is shown with reference to 160 acres and \$10 up front.

Consequence 2 reaches AO2 Level 2 with analysis of 'new legislation' which is supported with specific information for AO1 with reference to the Timber Culture Act, making it Level 2.



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Examiner Tip

Students sometimes list several consequences under one heading, rather than fully develop one consequence. This leads to simple or generalised statements rather than analysis. It is also important for students not to waste valuable time by writing far more than is required for the two Q01 responses.

Question 2

In question 2, students were asked to write a narrative analysis on the ways in which the cattle industry changed in the years c1876-c1890. There were some very impressive analytical narrative responses for this question showing good knowledge and understanding of events. Some students however wrote, often at length, outside of the time frame stipulated in the question. This lost them valuable examination time as well as often creating responses which lacked coherence or organisation; thereby preventing access to Level 3. For Level 3 students need to understand the narrative concept, with the sense of a beginning, development, and end, rather than produce three paragraphs which do not link. The two stimulus points serve as useful reminders to students of signposts along the narrative. Students do not need to use these stimulus points but there is an expectation that there will be some depth of knowledge in the narrative being covered.

Responses awarded Level 3 showed a clear sequence of events, with linkage between them, about the cattle industry in the years c1876-c1890.

Most responses used a narrative which included the cattle barons overinvesting leading to fall in demand, the drought causing less grass for cattle to live on, the impact of the 'die-up' and the resulting move to smaller ranches. These narratives were then frequently supported with accurate and relevant understanding of the economic impact of the fall in demand of beef, the introduction of barbed wire and separate herds. Impressive responses explained in depth how one event caused the next such as 'soil erosion became a problem as the overstocking had put too much pressure on the grass' and 'because the herds were so withered, when the winter of 1866 came, many of the herds perished'.

Level 2 responses often wrote about events but with only some analysis of the links between them or gave a narrative which was in part incoherent. Level 2 responses also often included material outside of the time frame, with students trying to cover the entire history of the cattle industry starting from the Civil War and long drives, which often resulted in running out of time before reaching the outcome. There was an issue with students writing about the stimulus points rather than on sequencing the ways in which the cattle industry changed.

Level 1 responses tended to be descriptions of the cattle industry placed within any narrative and some students misunderstood overstocking. There was also the occasional student that wrote in the first person or in the form of a diary as an eyewitness of events. This style of answer has been commented on in previous Principal Examiner reports and students should avoid such responses. Writing in the first person will invariably fail to meet the requirements of AO2 Level 2 for some analysis of the linkage between events. There were students who confused cattle with buffalo.

2 Write a narrative account analysing the ways in which the cattle industry changed in the years c1876–c1890.

(8)

You may use the following in your answer:

- ~~beef bonanza~~
- overstocking
- winter of 1886–87
- ~~small ranging~~

You must also use information of your own.

In the 1870s, America witnessed a beef bonanza. As a result of the Civil War, cattle herds in Texas bred wild, with their ranchers away fighting. ~~with~~ There ~~was~~ ^{were} 5 million cattle in Texas in 1865. As cattle could be sold for 4 times the price in the north, cattle was driven up to the Northern Railways to be sold there instead of in Texas starting cattle drives.

As a result of this high demand of beef, ^{and the dangers of cattle drives} John Iliff started open ranging his cattle on the Great Plains. After just a few years he had a herd of 26,000 cattle and became Denver's first millionaire, selling meat to Indian reservations, miners and the railways. Others saw Iliff's success and during the late 70s and ~~early~~ ^{late} 80s open-ranging became extremely popular with many adopting and investing in the idea.

Due to the popularity of open ranging with cattle however, the Plains soon became ~~overgrazed~~ ^{overstocked} and cows were eating so much of the grass and due to droughts

experienced in the early 1880s lots of grass disappeared, ~~this led~~ and there was overgrazing. Overstocking also affected the price of cattle. As it was so readily available, prices dropped dramatically and many ranchers became bankrupt.

Additionally, the winter of 1886-87 followed. The winter saw extreme weather conditions and became known as the Great Die Up. 15% of all cattle on the Great Plains ~~was~~ died, leaving many large open-ranches devastated and bankrupt.

As a result of these 2 events, open-ranching finished in 1887 and changed the cattle industry completely. Small ranchers did better in the harsh winter as they could bring their cattle in, so small ranching was adopted. The cattle industry became more of producing less but high quality meat and cowboys adventurous lives of driving and looking after cattle ended.



This is an example of a Level 3 response. There is a clear narrative shown, with analytical links between 'ranging became extremely popular' and 'prices dropped', making the AO2 Level 3. The narrative is supported with specific information, such as 'great die up' and 'small ranchers did better', which indicate knowledge and understanding for the AO1 to be Level 3. Despite the first part of the answer being out of the date range, the rest of the response does more than enough for the top of level 3.



Students should make sure that they focus on the time frame given in the question and that links are made in their narrative account rather than writing a series of events with no linkage, and not treat the question as significance of the stimulus points.

Question 3

Each of the question 3 options produced a different pattern of student responses.

The first option on the Gold Rush (1849) was answered by nearly all students and overall responses showed both analysis of importance as well as accurate and relevant knowledge.

The question 3 on the US federal government's dealing with law and order led to answers at all levels which were generally stronger for AO2 and more limited for AO1.

The question 3 option on Red Cloud's War generated a significantly higher proportion of high Level 3 marks compared to the other options.

It was also noticeable during this examination session that far more students had widely differing marks for their two question 3 responses compared to previous examination series when students were often awarded the same or near similar marks for their two question 3 choices.

Q03.1

This option on the Gold Rush within question 3 was answered by most students with many able to access Levels 2 and 3 for both Assessment Objectives. Level 3 responses frequently analytically explained the importance of the Gold Rush as a stimulus for migration and development, with better answers bringing in other settlers starting businesses and international migration. For AO1 students used the development of California, including it becoming a state, the improved links between East and West, either through improvements to the Oregon Trail or the Transcontinental Railroad. Level 2 responses tended to have secure AO1 but with more limited attempt at analysis of the Gold Rush's importance for migration. Limited answers focused on the finding of gold rather than its significance. There was also a tendency to include details on topics with tenuous links, such as the Donner Party.

Q03.2

This option on the US federal government dealing with law and order had a range of responses with good analytical answers relatively common. Level 3 responses were well aware of the tensions between the federal authorities and local solutions to law and order problems. Some students successfully used government support for the railroad as being important for law and order. For AO1 students used the appointment of marshals to territories and the corruption amongst some law officers being a result of poor government funding to support analysis. Billy the Kid and Wyatt Earp were widely used to illustrate problems. Level 2 responses tended to have secure AO1 describing the outlaws but with more limited attempt at analysis of the role of the US federal government. Limited value answers tended to get bogged down in generalisations.

Q03.3

This option on Red Cloud's War (1866-68) provided some good responses with many being Level 3 or borderline. Level 3 responses frequently analytically explained the importance of Red Cloud's War as a stimulus for changes in relations and the link to the second Fort Laramie Treaty was well known. For AO1 students used the story of the Bozeman Trail, the Fetterman Massacre and the US government's deceit over forts. Many students were also aware of the split between Red Cloud and the younger leaders over the Treaty. Level 2 responses tended to have secure AO1 but with more limited attempt at analysis of the war on relations, with weaker answers focusing on the war rather than the impact, which was not explained but merely implied. There was also a tendency in weaker answers to get confused between the First and Second Fort Laramie Treaties or to confuse Red Cloud's War with the Battle of Little Bighorn.

- ☒ The importance of the Gold Rush (1849) for migration to the West.
- ☒ The importance of the US federal government for dealing with law and order in the West.
- ☒ The importance of Red Cloud's War (1866–68) for relations between the Plains Indians and the US government.

The Gold Rush in 1849 ~~was~~ may have been one of the biggest factors for migration to the West. When people living in east heard of gold being discovered, they immediately thought ~~it~~ of it as a way to earn money. This unrealistic expectation was heavily influenced by the ~~advertising done by the railroad companies~~ ^{false stories created by others} ~~advertising~~ ^{stories were} heavily biased and untruthful. However, people didn't realise this until they reached California and were met with the reality. Most people did not have money to return back to their previous homes, so they had to choose between working a demanding job for ~~a~~ a small, meagre wage or risk facing ~~the~~ starvation. This became a continuous cycle, ~~thi~~ with the population rising from 14,000 to 200,000. These people became known as the "49ers" and ~~be~~ were condemned ~~et~~ to ~~live~~ ~~advertising~~ to this life.

Another way the ~~Gold Rush~~ Gold Rush was important for migration to the West is due to the developments it led to in the West. As the population rose, some people were ~~not~~ living in the west and some were living in the east. With so many people living with a lot of distance between them, acts had to be created to be presented as unified. One way this happened is the Trans ~~continental~~ continental Railroad Act in 1869. This allowed people to travel to the east or the west, which may not have happened if ~~it~~ wasn't ~~due~~ the population wasn't so spread out. ~~These days~~ The Gold Rush also helped increase not just migration from the east, but migration from other areas of the world. However, this ~~did~~ did lead to increased racial tension especially since the miners were heavy drinkers and lived very in camps.

- ☒ The importance of the Gold Rush (1849) for migration to the West.
- ☒ The importance of the US federal government for dealing with law and order in the West.
- ☒ The importance of Red Cloud's War (1866–68) for relations between the Plains Indians and the US government.

The US federal government was responsible for upholding law and order in the west especially. However, due to the ~~R~~ vast lands, law enforcement could not reach to the incidents in time. Law enforcement such as sheriffs also did not help as they were easily bribed by others. The government could not do much to help the white Americans residing together as many began to take the ~~to~~ law into their own hands. This showed how ineffective the government were.

The government were also not effective as the acts they passed were mainly to help ~~the~~ boost the economy, not aid the people helping to improve it. There were many loopholes that people took advantage of which were not sorted in time. The only time the government tried to uphold the law was when it was against the Plains Indians. ~~They would~~ The Plains Indians relied on

annuities which helped government have the upper hand. Everybody understood that if the Plains Indians wanted to survive, they would have to agree to any treaties that mainly benefitted the white Americans in the West.



The first response on the Gold Rush is awarded the top of Level 2 as it covers the criteria for both AO2 and AO1 at Level 2. AO2 analysis is sporadic with 'ways to earn money' and 'from other areas of the world' making it Level 2. It has some information, but the knowledge and analysis are not married together, meaning understanding is not coming through, making the AO1 Level 2.

The second response on law and order is awarded the top of Level 2. There is an attempt to analyse in the first paragraph with links to the attempts by the government to uphold the law, making the AO2 Level 2. There is some supporting knowledge in the first paragraph with reference to sheriffs and being 'easily bribed', making the AO1 Level 2. Overall, with both AOs in Level 2, the response is placed at the top of Level 2.



Students should ensure that they keep to any timeframe given in the question and ensure that they focus their response on what difference the specified event/person/development etc made to how subsequent events unfolded.

Paper Summary

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

- Make sure that you attempt all four questions.
- For all questions add accurate and relevant information to show your knowledge and understanding of events.
- Q01 – explain a link between the event and the consequence and do not simply describe or state something that happened.
- Q02 – 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.
- Q03 – explain the impact the development/event/person had on the second development/event/person named in the question.
- 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

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<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

