

Mark Scheme (Results)

Summer 2016

GCSE History B (5HB02/2B)
Unit 2: Schools History Project
Depth Study

Option 2B: The American West,
c1845–c1890

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Publications Code 5HB02_2B_1606_MS

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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.

Question Number		
1		<p>What can you learn from Source A about migration to the American West in the 1850s?</p> <p>Source A: A photograph of migrants moving to the American West in the mid-1850s.</p>  <p>Target: comprehension and source inference (AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple statement. Candidate offers a piece of information or states an unsupported inference.</p> <p><i>e.g. They travelled in a large group.</i></p> <p>Award 1 mark for each relevant statement to a maximum of 2.</p>
2	3–4	<p>Developed statement. An inference is drawn and supported from the source.</p> <p><i>e.g. States that Source A suggests migrants had to deal with isolation, difficult terrain.</i></p>

Question Number				
2		<p>The boxes below show two groups. Choose one and explain how the group attempted to deal with lawlessness.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">The US government</td> <td style="padding: 5px;">Local communities</td> </tr> </table> <p>Target: knowledge recall and selection, analysis of effects or causation (AO1/AO2).</p>	The US government	Local communities
The US government	Local communities			
Level	Mark	Descriptor		
	0	No rewardable material.		
1	1–3	<p>Generalised statements with little specific content. Candidate offers generalised comments about lawlessness that could apply to either group, or offers limited detail about one group.</p> <p><i>e.g. They arrested people or the government appointed sheriffs; local communities took the law into their own hands.</i></p>		
2	4–6	<p>Descriptive answer which will state but not examine the attempts made by the group to deal with law and order. Candidate describes the group's methods in dealing with law and order.</p> <p><i>e.g. The government - appointment of sheriffs and marshals, court system. Local communities - enforced law and order, held trials, feared by some.</i></p>		
3	7–9	<p>The focus is on how the group attempted to deal with law and order. Candidate will explain the group's attempts to deal with law and order.</p> <p><i>e.g. Explains the government's attempts with the appointment of sheriffs, marshals and vice-marshals, the political nature of their efforts, political aim to cover long distances. Explains how local communities tried to take on role in absence of government, the use of vigilante groups and towns setting up their own systems to deal with lawlessness such as court systems.</i></p>		

Question Number		
3		<p>Why was the Mormon settlement at Salt Lake City so successful?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Irrigation • The Perpetual Emigration Fund <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analysis of causation. (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. Brigham Young led them there, they grew crops there.</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate gives a narrative/descriptive answer of the Mormon settlement at Salt Lake City.</p> <p><i>e.g. Describes Mormons' beliefs and/or describes the settlement at Salt Lake City such as the use of irrigation, the building of a large Temple and the work of Brigham Young.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the beliefs of the Mormon Church, Brigham Young's leadership.</p>
3	9–12	<p>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail.</p> <p>Candidate explains how factor(s) led to the successful settlement of the Mormons at Salt Lake City.</p> <p><i>e.g. Explains how the Mormons' beliefs and/or Brigham Young's leadership, organisation, setting up of funding contributed to the development of a successful settlement at Salt Lake City.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, for example the beliefs of the Mormon Church, Brigham Young's leadership.</p>

Question Number		
4		<p>Why was there a decline in the cattle industry in the early 1880s?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Beef prices • Extreme weather <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analysis of causation (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. Land got fenced in, there were more homesteaders.</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate gives a narrative and/or descriptive account of the cattle industry.</p> <p><i>e.g. Describes/narrates the 'open range' and/or changes in the price of beef, less demand for beef from eastern states, the harsh weather.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the fall in demand.</p>
3	9–12	<p>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail.</p> <p>Candidate explains the factor(s) which led to the decline of the cattle industry in the early 1880s.</p> <p><i>e.g. Explains the effects of the surplus of beef and/or changes in demand from eastern states, effects of severe winter of 1886-7 on herds, new ways of ranching contributed to a decline in the cattle industry.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, for example the fall in demand.</p>

Question Number		
5 (a)		Describe the key features of the idea of Manifest Destiny. Target: knowledge recall and selection, key features and characteristics of periods studied (AO1/AO2).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	Simple or generalised comment is offered, supported by some knowledge. Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question. <i>e.g. It was God's plan, it would make America safer.</i>
2	4–6	Statements are developed with support from material which is mostly relevant and accurate. Candidate describes Manifest Destiny. <i>e.g. It was based on Christianity, white Americans civilisation was better, would make America richer.</i> Reserve top of level for depth and range of supporting detail included.
3	7–9	The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail. Candidate identifies key features of the concept of Manifest Destiny. <i>e.g. Migration West was justified on religious grounds, spread in pamphlets and paintings, "right" and "natural", politically promoting liberty, would lead to prosperity.</i> Reserve top of level for depth of answer in context of the American West c1845-c1890.

Question Number		
5(b)		<p>'The extermination of the buffalo was the main reason why the traditional way of life of the Plains Indians ended.' Do you agree? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Shooting expeditions • Reservations <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, evaluate cause or consequence in a historical context (AO1/AO2). Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met. Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. End of buffalo was a problem of Indian supplies, they could no longer hunt.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>QWC i-ii-iii</p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate describes the extermination of the buffalo and/or the end of the Plains Indians' traditional way of life.</p> <p><i>e.g. Describes the Plains' Indians traditional way of life, the extermination of the buffalo, the US Army's attacks on the Plains Indians, the building of the railroads, the US government's use of reservations, life on reservations.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example use of schools on reservations to spread Christianity.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p>QWC i-ii-iii</p>
3	9–12	<p>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</p> <p>Candidate explains the role of the extermination of the buffalo and/or other factors in the destruction of the Plains' Indians traditional way of life.</p>

<p>QWC i-ii-iii</p>		<p><i>e.g. Explains how the extermination of the buffalo and/or other factors ended the Plains Indians' traditional way of life such as the impact of the railroads on hunting grounds and/or conflict with the US army, the US government's policy on the use of reservations.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, for example use of schools on reservations to spread Christianity.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13–16</p>	<p>The answer has sustained focus on the question. It offers an analysis supported by precisely-selected and accurate material.</p> <p>Candidate attempts to assess the extermination of the buffalo weighed up against other factor(s) to make a judgement.</p> <p><i>e.g. Weighs up how far the destruction of the buffalo ended the Plains Indians' traditional way of life combined with other factors such as the US Army, government and the railroads.</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as use of schools on reservations to spread Christianity.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2–3	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	4	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number		
6(a)		Describe the Plains Indians' attitudes to warfare. Target: knowledge recall and selection, key features and characteristics of periods studied (AO1/AO2).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	Simple or generalised comment is offered, supported by some knowledge. Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question. <i>e.g. They did not want to kill, they did not have big battles.</i>
2	4–6	Statements are developed with support from material which is mostly relevant and accurate. Candidate describes the Plains Indians' actions with implicit links to attitudes to warfare. <i>e.g. Short raids, to capture horses and weapons, not to kill, counting coup.</i> Reserve top of level for depth and range of supporting detail included.
3	7–9	The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail. Candidate identifies key features of the Plains Indians' attitudes to warfare. <i>e.g. Emphasis on survival rather than on death and/or not to conquer, to gain honour, to gain status by capturing horses and weapons, not based on ownership of land.</i> Reserve top of level for depth of answer in context of the American West c1845-c1890.

Question Number		
6 (b)		<p>'New farming methods were the main reason why the lives of homesteaders had improved in the years c1870-90.' Do you agree? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Dry farming • Wind pumps <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, evaluation of cause or consequence (AO1/AO2).</p> <p>Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met.</p> <p>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. They could buy and sell goods when railroads were built.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>QWC i-ii-iii</p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate narrates or describes the role of new farming methods and/or other factors.</p> <p><i>e.g. New ploughs and crops, wind pumps, railroads helped communication and trade, government legislation.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example government legislation.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p>QWC i-ii-iii</p>
3	9–12	<p>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</p> <p>Candidate explains the role of new farming methods and/or other factors in improving the lives of homesteaders by c1890.</p> <p><i>e.g. Explains how new farming methods meant the development of new crops and/or how railroads allowed for new machinery and selling of goods, the impact of government</i></p>

QWC i-ii-iii		<p><i>legislation on the lives of homesteaders.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as government legislation.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
4	13–16	<p>The answer has sustained focus on the question. It offers an analysis supported by precisely-selected and accurate material.</p> <p>Candidate attempts to reach a judgement on the role of new farming methods weighed up against other factor(s).</p> <p><i>e.g. The extent to which new farming methods improved the lives of homesteaders weighed against other factors such as the coming of the railroads and government legislation.</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as government legislation.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2–3	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	4	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.