

Mark Scheme (Results)

Summer 2013

GCSE History B (5HB02/2B)
Unit 2: Schools History Project
Depth Study
Option 2B: The American West,
c1840-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.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**
Start with the presumption that the mark will be the higher of the two.
An answer which is poorly supported gets the lower mark.
- **3 mark bands**
Start with a presumption that the mark will be the middle of the three.
An answer which is poorly supported gets the lower mark.
An answer which is well supported gets the higher mark.
- **4 mark bands**
Start with a presumption that the mark will be the upper middle mark of the four.
An answer which is poorly supported gets a lower mark.
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter


iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

Unit 2: Schools History Project Depth Study

Option 2B: The American West, c1840-c1895

Question Number		
1		<p>What can you learn from Source A about wagon trains travelling West in the 1850s?</p> <p>Source A: A picture of a wagon train travelling West in the 1850s.</p>  <p>Target: comprehension and inference from source (A03a: 4 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statement</p> <p>Student offers a piece of information or states an unsupported inference.</p> <p>Award 1 mark for each relevant item.</p> <p><i>e.g travelled in a large group</i></p>
2	3-4	<p>Developed statement</p> <p>An inference is drawn and supported from the source.</p> <p><i>e.g isolated, large group for safety, vulnerable</i></p>

Question Number		
2		<p>The boxes below show two groups of people.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">The Plains Indians</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Homesteaders</div> </div> <p>Choose one and explain how they were affected by the coming of the railroads.</p> <p>Target: recall; analysis of effects or consequence (AO1 and AO2: 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Generalised statements with little specific content.</p> <p>Comments are unsupported statements/could apply to either option</p> <p><i>E.g The Plains Indians: could not hunt, could not use the land</i> <i>Homesteaders: could farm more easily, could travel more easily</i></p>
2	4-6	<p>Descriptive answer which will state but not examine ways in which the lives of the Plains Indians or the homesteaders changed with the coming of railroads</p> <p>Student gives a narrative or descriptive account. Effects of the coming of the railroads on the lives of homesteaders or the Plains Indians is asserted or implied. Links remain implicit.</p> <p><i>E.g The Plains Indians: describes the destruction of buffalo; the fencing in of land</i> <i>Homesteaders: describes the movement of machinery to the Plains; the selling of homesteaders' produce</i></p>
3	7-9	<p>The focus is on how the coming of the railroads changed the lives of homesteaders or the Plains Indians</p> <p>Student explains the effects of the coming of the railroads.</p> <p><i>E.g less freedom; harder to hunt buffalo; fencing in of ranches and farmland.</i> <i>Homesteaders: the benefits of bringing of machinery, household goods; the increased selling of agricultural produce; less isolated and more social contact</i></p>

Question Number		
3		<p>In what ways was Brigham Young's leadership important for the Mormons?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • 1844: Joseph Smith was killed. • 1847: The first Mormon wagon train arrived at the Salt Lake valley. • 1849: The Perpetual Emigration Fund was set up. <p>Target: recall, significance or importance (AO1 and A02; 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student offers a valid comment</p> <p><i>E.g he was a good leader, he led the Mormons West, he set up Salt Lake City</i></p> <p>Reserve top of level for answers which state more than one reason.</p> <p>N.B. Do not credit repetition of bullet points without development</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes/narrates the story of Brigham Young. Links to importance for the Mormons remain implicit.</p> <p><i>E.g. describes the move West, describes the setting up of Salt Lake City</i></p> <p>Reserve top of level for depth and range of supporting detail used</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>Student identifies and explains the importance of Brigham Young to the Mormons.</p> <p><i>E.g explains Brigham Young's role and leadership in moving West and his ideas for the Mormon's successful settlement at Salt Lake City</i></p> <p>Reserve top of level for range of factors explored or the links between factors shown.</p>

Question Number		
4		<p>In what ways were trappers and mountain men important in the development of the American West?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • Some trappers and mountain men lived with Plains Indian tribes. • Companies built trading stations for fur and skins. • Early 1840s: Trails were developed across the Great Plains. <p>Target: recall, analysis effects or consequences (AO1 and AO2; 12 marks)</p>
	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student offers a valid comment on trappers and/or mountain men.</p> <p><i>E.g they found ways across the mountains, they showed wagon trains the way</i></p> <p>Reserve top of level for answers which state more than one reason.</p> <p>N.B. Do not credit repetition of bullet points without development.</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student narrates or describes trappers and/or mountain men. Links to the development of the American West remain implicit.</p> <p><i>E,g describes trappers/mountain men and the work they did in developing trails</i></p> <p>Reserve top of level for depth and range of supporting detail used.</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>Student identifies and explains the ways in which trappers and/or mountain men contributed to the development of the American West.</p> <p><i>E.g shows the contribution made by trappers/mountain men in the development of the Plains by developing trade, trails, leading wagon trains and specialist knowledge</i></p> <p>Reserve top of level for range of factors explored or the links between factors shown.</p>

Question Number		
5 (a)		Describe the differences in the attitudes of White settlers and Plains Indians towards land and property. Target: recall, analysis of key features (AO1 and A02: 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student offers a simple detail on the attitudes of White settlers and/or Plains Indians towards land and property.</p> <p><i>E.g land could not be owned, they respected the land, wanted to own land, land could be bought</i></p> <p>Reserve top of level for answers which offer several valid points.</p>
2	4-6	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes the attitudes of White settlers and Plains Indians towards land and property</p> <p><i>E.g Plains Indians: land as part of life itself, they did not want to conquer land, beliefs in all life coming from the land, some land especially sacred, did not settle in one place, take only what was needed</i></p> <p><i>White settlers; the buying of selling and land, the conquering of land</i></p> <p>Reserve top of level for depth and range of supporting detail provided.</p>
3	7-9	<p>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail.</p> <p>Student describes the different attitudes of White settlers and Plains Indians towards land and property</p> <p><i>E.g describes the differences in the attitudes of White settlers towards land and property such as ownership, the conquering of territory and wish for settlement compared to the attitudes of the Plains Indian attitudes in not conquering territory, need for nomadic lifestyle, respect for land; no sense of ownership, respect for nature.</i></p> <p>Reserve top of level for depth of answer</p>

Question Number		
5 (b)		<p>'The development of ranching in the 1870s and 1880s made the life and work of cowboys much easier.' Do you agree? Explain your answer.</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • The Long Drive could take between two to three months. • On ranches cowboys had to 'ride the line'. • Ranch bosses often made rules. <p>Target: recall, analysis of effect or consequence (AO1 and A02: 16 marks)</p> <p>QWC Strands i-ii-iii Assessing QWC: 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 spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student may offer a simple detail on the life and/or work of cowboys.</p> <p><i>E.g they rounded up cattle</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>N.B. Do not credit repetition of bullet points without development. Reserve top of level for answers which offer several valid points.</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student narrates or describes the life and work of cowboys. Links remain implicit.</p> <p><i>E.g describes Trails, Drives and ranching</i></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 student spells, punctuates and uses some of the rules of grammar with general accuracy. Reserve top of level for depth and range of supporting detail.</p>
		<p>QWC i-ii-iii</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>Student explains how the spread of ranching did AND/OR did not make the life and work of cowboys easier.</p> <p><i>E.g continuation of certain tasks; 'Riding the line'; work more mundane; the benefits of living on ranches; less freedom; the need for fewer cowboys</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student 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>Reserve top of level for depth and range of supporting detail</p>
QWC i-ii-iii		
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>Student attempts to reach a judgement on the extent to which the life and work of cowboys was made easier by the spread of ranching.</p> <p><i>E.g weighs up the more settled lifestyle against less freedom, more mundane work and need for fewer cowboys</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p> <p>Reserve top of level for answers which can make and support a judgement on the proposition in the question.</p>
QWC i-ii-iii		

		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	Students 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	Students 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	Students 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.
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Question Number		
6 (a)		Describe the problems of law and order in mining towns. Target: recall, analysis of causation (AO1 and A02: 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s) offered, showing some relevant knowledge. Student offers a simple detail. <i>E.g growth of towns; only a few people to keep law and order</i> Reserve top of level for answers which offer several valid points.
2	4-6	Statements are developed with support from material which is mainly relevant and accurate. Student describes the situation in mining towns and/or problems of law and order. Links remain implicit. <i>E.g growth of towns; vigilantes; government attempts at dealing with law and order</i> Reserve top of level for range of examples and 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. Student describes the problems of law and order specific to mining towns <i>E.g disputes over claims; rapid growth of towns; lack of success of government attempts to deal with law and order</i> Reserve top of level for depth of answer and historical context

Question Number		
6 (b)		<p>'The discovery of gold was the main reason for the Great Sioux War (1876-77).' Do you agree? Explain your answer.</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • 1868: The second Fort Laramie Treaty. • 1868 onwards: The US government increased the number of 'small reservations'. • 1875: There were over 1,000 miners in the Black Hills. <p>Target: recall; analysis of causation (AO1 and A02: 9 marks) QWC Strands i-ii-iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student offers a simple detail on the Great Sioux Wars and/or discovery of gold in the Black Hills.</p> <p><i>E.g miners travelled into Indian territory; growth of new towns</i></p> <p>Writing uses everyday language and shows some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>N.B. Do not credit repetition of bullet points without development.</p> <p>Reserve top of level for answers which offer several valid points.</p>
QWC i-ii-iii		
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes or narrates the discovery of gold in the Black Hills and/or the Great Sioux War. Links remain implicit.</p> <p><i>e.g describes the discovery of gold in Black Hills; Fort Laramie Treaty 1868; government use of reservations.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills in selection of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p>Reserve top of level for depth and range of supporting detail.</p>
QWC i-ii-iii		

<p style="text-align: center;">3</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">9-12</p>	<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>Student explains the role of the discovery of gold as a reason AND/OR not a reason for the Great Sioux War.</p> <p><i>E.g government did not prevent miners moving to Black Hills; sacred land to Indians; Sitting Bull and Crazy Horse's refusal to move to reservations</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student 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>Reserve top of level for answers which achieve a balance of economic and other aspects.</p>
<p style="text-align: center;">4</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">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>Student attempts to reach a judgement on the extent to which the discovery of gold in the Black Hills was a reason for the outbreak of the Great Sioux War.</p> <p><i>E.g weighs up the importance of the discovery of gold in the Black Hills against other reasons for conflict such as different cultures, different attitudes to land; concept of Manifest Destiny, treaties not kept.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p> <p>Reserve top of level for answers which can make and support a judgement on the proposition in the question.</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	Students 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	Students 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	Students 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.
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