

Mark Scheme (Results) Summer 2011

GCSE History B (5HB02/2B)

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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.

Unit 2: Schools History Project Depth Study

Option 2B: The American West, c1840-c1895

| Question Number | | |
|-----------------|------------|---|
| 1 | | What can you learn from Source A about the lives of homesteaders on the Plains? Target: comprehension and inference from source (AO3a: 4 marks) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-2 | Simple statement Student offers a piece of information or describes sources. Award 1 mark for each relevant item. <i>E.g they worked on the land, they were farmers, they used ploughs, they used horses.</i> |
| 2 | 3-4 | Developed statement An inference is drawn and supported from the source. <i>E.g problems of ploughing the land, housing conditions</i> |

| Question Number | | |
|-----------------|------------|---|
| 2 | | <p>The boxes below show aspects of the culture of the Plains Indians Choose one and explain how it helped the Plains Indians to live successfully on the Great Plains.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Attitudes to the land and nature</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">The social structure of tribes</div> </div> <p>Target: recall; significance of factors (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 about aspect(s) of the Plains Indian Culture</p> <p><i>E.g land could not be owned, they respected the land Lived in large groups.</i></p> |
| 2 | 4-6 | <p>Descriptive answer which will state but not examine how it helped the Plains Indians to live successfully on the Plains.</p> <p>Student gives a description of the Plains Indians' culture.</p> <p><i>E.g 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 Social structure: the role of the family, men and women, the role of the council and chiefs.</i></p> |
| 3 | 7-9 | <p>The focus is on the importance of the aspect chosen in the Plains Indians living successfully on the Plains</p> <p>Student will show an understanding of the aspect chosen and links to living successfully on the Plains.</p> <p><i>E.g Explains the implications of attitudes to land; they did not fight to conquer territory, respect for land; no sense of ownership; concepts of respect for nature Explains the implications of social structure; organised to show co-operation and strong customs/ traditions, contribution of the role of Councils and Chiefs, value of children and older Indians, large bands to hunt and protect, as one family for support.</i></p> |

| Question Number | | |
|-----------------|------|--|
| 3 | | <p>Why was there so much conflict on the Plains between the cattle ranchers and homesteaders?</p> <ul style="list-style-type: none"> • Texas Fever was spread among cattle by ticks • 1874: The invention of barbed wire • 1892: The Johnson County War <p>Target: recall, effects or causation (AO1 and AO2: 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 states example(s) of conflict between the cattle ranchers and the homesteaders</p> <p><i>E.g they destroyed each others crops, wanted the same land</i></p> <p>Reserve top of level for answers which state more than one reason.</p> <p>N.B Do not credit repetition of the 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 the conflict between the cattle ranchers and the homesteaders</p> <p><i>E.g cattle drives, the destruction of homesteaders' crops, the use of barbed wire, the end of the open range, growth of sheep farming, conflicts such as Johnson County War</i></p> <p>Reserve top of level for quality 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 explains reasons for the conflict supported by a range of examples</p> <p><i>E.g shows how the various tensions on the Great Plains led to disputes, conflict and war</i></p> |

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| | | Reserve top of level for range of factors explored or links between the factors shown. |
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| Question Number | | |
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| 4 | | <p>In what ways did the work of cowboys change in the period 1865-95?</p> <ul style="list-style-type: none"> • The Long Drive from Texas to Abilene could take up to four months • 1860s: John Iliff developed large-scale ranching in Wyoming • 1874: The invention of barbed wire <p>Target: recall, analyse process of change (AO1 and AO2: 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 states example(s) without development</p> <p><i>E.g they looked after cattle, mended fences, did the round-up</i></p> <p>Reserve top of level for answers which state more than one reason.</p> <p>N.B Do not credit repetition of the 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 the life and work of cowboys or states change(s)</p> <p><i>E.g describes rounding up cattle for the long drives, describes work on the closed range, guarded cows from the Indians, dangerous and demanding work, branding</i></p> <p>Reserve top of level for quality 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 explains changes to the work of cowboys supported by a range of examples</p> <p><i>E.g shows how ranching and the end of the long drives changed the lives and work of cowboys such as "riding the line", more routine work and more comfortable lives</i></p> |

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| | | Reserve top of level for range of aspects explored or links between the aspects shown. |
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| Question Number | | |
|-----------------|------------|---|
| 5 (a) | | Describe the difficulties faced by people migrating West in wagon trains in the 1840s. Target: recall; understanding of key features (AO1 and AO2: 9 marks) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-3 | Simple statement(s) offered, showing some relevant knowledge. Student states valid example(s) without development. <i>E.g bad weather, long journey, attacks from Indians</i> Reserve top of level for answers which offer several valid points. |
| 2 | 4-6 | Statements are developed with support from material which is mostly relevant and accurate. Student describes wagon trains and migration west <i>E.g bad weather; threats of attacks from Indians; problems of supplies; may describe the Donner Party</i> Reserve top of level for depth and range of supporting details 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 explains dangers and difficulties that faced those migrating west which may be exemplified by Donner party <i>E.g impact of weather and hazardous conditions; problems of leadership, attacks from Indians</i> Reserve top of level for depth of answer. |

| Question Number | | |
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| 5 (b) | | <p>'The destruction of the buffalo was the main reason for the end of the Plains Indians' traditional way of life.' Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> • 1885: There were approximately 200 buffalo left on the Great Plains. • 1887: The Dawes Act was passed. • 1890s: Christian groups often taught in schools on the reservations. <p>Target: recall; analysis of factors of causation within an historical context (AO1 and AO2: 16 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 detail(s) on the destruction of the buffalo and/or the end of the Plains Indians' traditional way of life.</p> <p><i>E.g end of buffalo meant lack of food, forced onto reservations</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 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 the destruction 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 destruction of the buffalo, the role of the US army, the railroads and the US government on the end of the Plains' Indians traditional way of life, life on reservations</i></p> |

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| <p>QWC i-ii-iii</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.</p> <p>Reserve top of level for depth and range of supporting detail.</p> |
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| <p>3</p> <p>QWC i-ii-iii</p> | <p>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 destruction of the buffalo and/or other factors in the destruction of the Plains' Indians traditional way of life.</p> <p><i>E.g explains how the destruction of the buffalo OR other factors changed the Plains Indians' traditional way of life</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 answer for depth and range of answer.</p> |
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| <p>4</p> <p>QWC i-ii-iii</p> | <p>13-16</p> | <p>The answer has sustained focus on the question. It of an analysis supported by precisely selected and accurate material.</p> <p>Student attempts to assess the destruction of the buffalo weighed 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>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> |
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| Question Number | | |
|-----------------|------------|---|
| 6 (a) | | Describe the ways in which the railroads led to an increase in the numbers of people settling in the West after 1869. Target: recall; causation (AO1 and AO2: 9 marks) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-3 | Simple statement(s) offered, showing some relevant knowledge. Student states valid example(s) without development. <i>E.g easier and safer to travel</i> Reserve top of level for answers which offer several valid points. |
| 2 | 4-6 | Statements are developed with support from material which is mostly relevant and accurate. Student narrates or describes the railroads and/or the growth of settlements in the West <i>E.g describes advertising campaigns, growth of settlements, increase in goods carried.</i> Reserve top of level for depth and range of supporting details 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 explains the part played by the railroads in increasing the numbers settling in the West <i>E.g shows how railroads overcame specific problems facing settlers; creation of markets and transportation of goods; reduced lawlessness</i> Reserve top of level for depth of answer. |

| Question Number | | |
|---------------------|------------|---|
| 6 (b) | | <p>'Broken treaties were the main reason for the Sioux Wars in the 1860s and 1870s.' Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> • From 1863 onwards Sitting Bull refused to live on the reservation. • 1868: Fort Laramie Treaty. • 1874: Gold was discovered in the Black Hills. <p>Target: recall; analysis of factors of causation within an historical context (AO1 and AO2: 16 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 detail(s) on treaties and/or the Sioux Wars</p> <p><i>E.g they did not trust each other; agreements not kept; white settlers went on the land to get gold</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><i>N.B. Do not credit repetition of bullet points without development.</i></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 treaties and/or the Sioux Wars</p> <p><i>E.g describes events related to the discovery of gold, narrates the Sioux Wars</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> |
| QWC i-ii-iii | | |

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| | | Reserve top of level for depth and range of supporting detail. |
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| <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 broken treaties and/OR other factors in leading to the outbreak of the Sioux Wars</p> <p><i>E.g Fort Laramie Treaties; Little Crow's War, Sand Creek massacre; role of individuals such as Red Cloud and Custer</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 answer</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 answer supported by precisely selected and accurate material.</p> <p>Student attempts to assess the role of broken treaties weighed against other factor(s) for the Sioux Wars to make a judgement.</p> <p><i>E.g conflict of culture, different attitudes to land, white expansion, concept of Manifest Destiny, broken treaties, discovery of gold</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> |

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