

Mark Scheme (Results) January 2010

GCSE

GCSE History (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.
- 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 Mormon settlement at Salt Lake City? Target: comprehension and inference from sources (AO3a: 4 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement Student offers a piece of information from the source or states an unsupported inference. Award 1 mark for each relevant item. <i>E.g. they built a Temple, it was clean.</i>
2	3-4	Developed statement An inference is drawn and supported from the source. <i>E.g. shows organisation; wealth; extent of belief.</i>

Question Number		
2		<p>The boxes below show two groups of people.</p> <p>Choose ONE and explain their importance in dealing with lawlessness in the American West.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Vigilante groups</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Sheriffs and Marshals</div> </div> <p>Target: recall; significance of event (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 group or actions taken.</p> <p><i>E.g. Vigilantes - took law into their own hands; big gangs. Sheriffs and Marshals - they arrested robbers.</i></p>
2	4-6	<p>Descriptive answer which will state but not examine the importance of the group.</p> <p>Student describes work of group or named individuals.</p> <p><i>E.g. Vigilantes - took on role to enforce law; held trials; organised; also feared. Sheriffs and Marshals - appointed; linked to courts</i></p>
3	7-9	<p>The focus is on the importance of the group in dealing with lawlessness.</p> <p>Student identifies and explains the group's importance in dealing with lawlessness</p> <p><i>E.g. Vigilantes - took on role in absence of government; role in mining towns; reputation as force for keeping order but also created fear. Sheriffs and Marshals - shows political nature of role; role in appointing deputies; sheriff's powers over local people</i></p>

Question Number		
3		<p>Why did so many people make the difficult journey west across America in the 1840s and 1850s?</p> <ul style="list-style-type: none"> • 1845: "The Emigrants ' Guide to Oregon and California was published • 1848: Gold was discovered in California • 1854: The Perpetual Emigration Fund was set up by the Mormons <p>Target: recall, cause and consequence (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 may give a list of reasons without development</p> <p><i>E.g. had to leave where they were; to get rich.</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 gives a narrative or descriptive answer. Links with the reasons for making the journey west remain implicit OR one reason well explained.</p> <p><i>E.g. describes various groups; describes the Gold Rush; describes the persecution of the Mormons; describes the journeys west</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 which led specifically to many making the journey west in the 1840s and the 1850s.</p> <p><i>E.g. analysis of various "push and pull" factors; a depression on east coast; an agricultural depression in Midwest; 1842 Pre-emption Bill; Mormons escaping persecution</i></p> <p>Reserve top of level for range of factors explored or the links between factors shown.</p>

Question Number		
4		<p>Why was it so difficult for the Homesteaders to settle on the Plains in the 1860s?</p> <ul style="list-style-type: none"> • Many homesteaders lived in sod houses • In Kansas no rain fell between January 1859 and November 1860 • The first railroad to cross the Plains did not open until 1869 <p>Target: recall, cause and consequence (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 may give a list of reasons without development</p> <p><i>E.g. hard to farm; not much water.</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 gives a narrative or descriptive answer of lives of Homesteaders on the Plains in the 1860s. OR Explains the impact on homesteaders of one difficulty</p> <p><i>E.g. describes farming problems; bad weather; isolated; grasshoppers. OR grasshoppers destroyed crops and made it difficult for homesteaders to survive</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 the impact of more than one difficulty for the Homesteaders in the 1860s.</p> <p><i>E.g. effects of lack of equipment; extreme weather; wrong crops; attacks from Indians; they were pioneers; learning from experience.</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 part played by the cattle ranchers in the Johnson County War in 1892. 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 may offer a statement about the Johnson County War or cattle ranching but without development. <i>E.g. Johnson County War ended open range; cattle barons lost power</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 the Johnson County War or the problems facing cattle ranchers <i>E.g. cutting barbed wire, Homesteaders cattle rustling</i> Reserve top of level for examples and 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 cattle ranchers in the Johnson County War in 1862 <i>E.g. cattlemen set up Wyoming Stock Growers Association; hired guns; took law into their own hands</i> Reserve top of level for answers which include depth and specific examples.

Question Number		
5 (b)		<p>'The coming of the railroads was the main reason for the growth of the cattle industry on the Plains in the years 1865-85'. Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> • In 1866 John Illiff established a cattle ranch on the Plains • 1875-85: More than 250,000 cattle were transported by railroad from Dodge City • 1878: Gustavus Swift developed refrigerated railroad wagons <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. Student may offer a statement about the railroads or the growth of cattle ranching but without development.</p> <p><i>E.g. railroads moved west, could sell 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.</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 development of railroads or the growth of cattle ranching. Links remain implicit.</p> <p><i>E.g. describes the growth of railroads and/or cattle industry</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.</p> <p>Reserve top of level for depth and range of supporting detail.</p>
QWC i-ii-iii		

<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 and identifies the impact of the railroads on the growth of cattle industry OR offers an alternative for the growth of the cattle industry</p> <p><i>E.g. railroads developed markets in US cities; growth of beef industry; role of key individuals such as Goodnight and McCoy; impact of technology; role of refrigeration in increasing demand for beef</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 show a range of reasons.</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>Student shows full understanding of the effects of the railroads but weighs this against other factors in growth of cattle industry.</p> <p><i>E.g. analysis of coming of the railroads set against other factors for the growth of the cattle industry</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 weigh the factors in order to reach a judgement</p>

Question Number		
6 (a)		Describe the importance of the buffalo to the lives of the Plains Indians 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 may offer a detail or statement about the use of buffalo. <i>E.g. lists various uses of buffalo by Plains 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 mainly relevant and accurate. Student describes Indians use of buffalo. Links to importance remain implicit <i>E.g. describes various uses of buffalo linked to lives of the Plains Indians; describes problems caused by the destruction of buffalo.</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 identifies the dependence of Plains Indians way of life on the buffalo <i>E.g. aspects of daily life; the destruction of buffalo in ending the Plains Indian's way of life</i> Reserve top of level for answers which include range of uses and sense of context.

Question Number		
6 (b)		<p>'The Battle of the Little Big Horn in 1876 was a victory for the Plains Indians'. Do you agree? Explain your answer.</p> <p>Target: recall; analysis of factors of causation within an historical context (AO1 and AO2: 16 marks)</p> <ul style="list-style-type: none"> • General Custer and more than 250 of his army officers were killed • Custer was seen as a hero by the American public • 1877: Crazy Horse was captured and later killed by the US army <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>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student may offer detail about the Battle of the Little Big Horn.</p> <p><i>E.g. Custer was killed; the Indians had more men</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 Battle of Little Big Horn.</p> <p><i>e.g. Custer changed plans; early arrival; description of battle; Custer and many of his officers killed.</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>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 identifies and explains aspects of victory by the Plains Indians OR offers alternative view</p> <p><i>E.g. aspects of victory and/or response by US government and public led to Indians forced onto reservations</i></p> <p><i>US army defeated; humiliation for US government; large military response; Indians worn down; eventually Crazy Horse gave in and went back to reservation.</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 aspects.</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>Student attempts to assess extent of Indian victory against the immediate response of US government and longer term effects</p> <p><i>E.g. places short term victory in context of longer term defeat</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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