

# Mark Scheme (Results)

## Summer 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 2 The American West, c.1840-c.1895

Question Number		
1		What can you learn from Source A about the problems people faced when travelling West in the 1840s?  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 or states an unsupported inference.  Award 1 mark for each relevant item.  <i>E.g got stuck; got separated; goods fell off the wagons</i>
2	3-4	Developed statement  An inference is made and is supported from the source.  <i>E.g dangerous and hazardous journey; threatened; landscape created physical problems</i>

Question Number				
2		Choose ONE and explain his importance to the Mormons (9) <table border="1" style="margin: 10px auto; width: 80%;"> <tr> <td style="padding: 5px;">Joseph Smith in Kirtland, Missouri and Nauvoo in 1823-44</td> <td style="padding: 5px;">Brigham Young and the Mormons resettlement to the Great Salt Lake 1845-47</td> </tr> </table> Target: recall , significance of individual (AO1 and AO2: 5 marks)	Joseph Smith in Kirtland, Missouri and Nauvoo in 1823-44	Brigham Young and the Mormons resettlement to the Great Salt Lake 1845-47
Joseph Smith in Kirtland, Missouri and Nauvoo in 1823-44	Brigham Young and the Mormons resettlement to the Great Salt Lake 1845-47			
Level	Mark	Descriptor		
	0	No rewardable material		
1	1-3	<b>Generalised statements with little specific content.</b>  Comments are unsupported statements  <i>E.g Joseph Smith had many followers            Brigham Young decided to go to Great Salt Lake</i>		
2	4-6	<b>Descriptive answer which will state but not examine their importance to the Mormons</b>  Student describes or gives a narrative of the individual. Their importance is asserted or implied. Links remain implicit  <i>E.g Joseph Smith: published a book; set up a "holy city"; moved from Kirtland; imprisoned; army set up at Nauvoo            Brigham Young: the move West; the settlement at Salt Lake</i>		
3	7-9	<b>The focus is on their importance to the Mormons</b>  Student will identify important aspects.  <i>E.g Joseph Smith's claims of a vision led to followers; founded their religion; built the first temple; set up the Mormon's own army            Brigham Young's role and leadership in moving west and his ideas for the Mormon's successful settlement at Salt Lake</i>		

Question Number		
3		<p>Why did white settlers often find it difficult to understand the culture of the Plains Indians? You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• Older Plains Indians were sometimes left behind when their tribes moved on</li> <li>• The Plains Indians used the Sun Dance for help from the spirit World</li> <li>• White settlers believed land could be bought and sold</li> </ul> <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 offers a valid comment or reason</p> <p><i>E.g Indians used scalping; moved around; were seen as savages</i></p> <p>Reserve top of level for answers which state more than one reason.</p> <p><b>N.B. Do not credit repetition of bullet points without development</b></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 about culture(s). Links remain implicit</p> <p><i>E.g customs were very different; different views on land; did not have technology</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 reasons for view of Indians as uncivilised</p> <p><i>E.g clash of cultures on warfare; religious differences; social customs; nomadic lifestyle; seen as uncivilised; lacked technology</i></p> <p>Reserve top of level for range of factors explored or the links between factors shown.</p>

Question Number		
4		<p>Why did the lives of cowboys change in the period 1865-80? You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• 1866: about 260,000 cattle were driven from Texas to the rail-head at Sedalia</li> <li>• In 1870 Charles Goodnight set up a ranch on the Great Plains</li> <li>• In 1880 36,600 tonnes of barbed wire were made and sold</li> </ul> <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 offers a valid comment on cowboys' lives</p> <p><i>E.g bad weather; hard work</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 changes. Links remain implicit.</p> <p><i>E.g homesteaders fenced their land; hot summers and harsh winters; barbed wire; end of the open range</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 explains reasons for changes in cowboys' lives</p> <p><i>E.g effects of fencing, climate, unemployment, surplus of beef, growing numbers of Homesteaders, Johnson County War.</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 contribution made by women to the white settlement of the Plains.  Target: recall; understanding of key features (AO1 and AO2: 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<b>Simple statement(s) offered, showing some relevant knowledge.</b>  Student offers simple detail.  <i>E.g worked in the home; looked after family</i>  Reserve top of level for answers which offer several valid points.
2	4-6	<b>Statements are developed with support from material which is mostly relevant and accurate.</b>  Student describes or narrates role of women. Links remain implicit.  <i>E.g role in the home; work on the farm; family responsibilities</i>  Reserve top of level for examples and detail included.
3	7-9	<b>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail.</b>  Student analyses the contribution of women to settling on the Plains.  <i>E.g work as farmers; work in education; establishing families and social structures</i>  Reserve top of level for depth of answer and context



Question Number		
5 (b)		<p>"Technology was the most important factor in solving problems faced by homesteaders in the 1870s and 1880s." 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"> <li>• 1869: The first railroad crossed the Great Plains</li> <li>• 1873: The US government passed the Timber and Culture Act</li> <li>• 1880s: Homesteaders started growing 'Turkey Red' wheat</li> </ul> <p>Target: recall; analysis of factors of causation within an historical context (AO1 and AO2: 16 marks)</p> <p><b>QWC Strands i-ii-iii</b></p> <p>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><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student may offer simple detail on technology or problems faced by homesteaders.</p> <p><i>E.g drought; railroads built</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><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student narrates or describes role of technology and/or other factors. Links remain implicit.</p> <p><i>E.g new ploughs and crops; wind pumps; railroads helped communication; 1873 Timber and Culture Act</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><b>QWC i-ii-iii</b></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 analyses the role of technology and other factor(s).</p> <p><i>E.g new technology allowed for better farming and new crops; railroads brought machinery; aided with government acts</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 factors.</p>
<p>4</p> <p><b>QWC i-ii-iii</b></p>	<p>13-16</p>	<p>The answer has sustained focus on the question. It offers a supported by precisely selected and accurate material.</p> <p>Student attempts to reach a judgement on the role of technology weighed up against other factors.</p> <p><i>E.g the impact of technology is set against other factors</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>

Question Number		
6 (a)		Describe the problems of law and order in the mining towns in the far West in the 1850s and 1860s.  Target: recall; understanding of key features (AO1 and AO2: 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student offers a simple comment or details</p> <p><i>E.g growth of towns; only a few people to keep law and order</i></p> <p>Reserve top of level for answers which offer several valid points.</p>
2	4-6	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student describes the situation in mining towns. Links remain implicit.</p> <p><i>E.g growth of towns; vigilantes; government attempts at dealing with law and order</i></p> <p>Reserve top of level for examples and detail included.</p>
3	7-9	<p><b>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail.</b></p> <p>Student explains the underlying issues which caused problems of law and order.</p> <p><i>E.g disputes over claims; rapid growth of towns; lack of success of government attempts to deal with law and order</i></p> <p>Reserve top of level for depth of answer and context</p>

Question Number		
6 (b)		<p>“The discovery of gold was the main reason for the Sioux Wars in the 1860s and 1870s.” Do you agree? Explain your answer. You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• 1860s: Miners used the Bozeman Trail to reach Montana</li> <li>• 1868: The Fort Laramie Treaty set up the Great Sioux reservation</li> <li>• 1875: There were over 1,000 miners in the Black Hills</li> </ul> <p>Target: recall; analysis of factors of causation within an historical context (AO1 and AO2: 16 marks)  <b>QWC Strands i-ii-iii</b>  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 simple detail.</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><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 narrates or describes discovery of gold or the Sioux Wars. Links remain implicit.</p> <p><i>E.g 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>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 analyses how events specifically led to Sioux Wars</p> <p><i>E.g US army building of forts; Red Cloud's leadership; 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 show a range of factors.</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 a supported by precisely selected and accurate material.</p> <p>Student attempts to assess the significance of the discovery of gold in leading to the Sioux Wars</p> <p><i>E.g conflict of cultures; different attitudes to land; concept of Manifest Destiny; treaties not kept to</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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