

Examiners' Report
January 2012

GCSE History 5HB02 2B

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Introduction

The January 2012 examination was the fifth sitting of this GCSE History specification. It is clear that the vast majority of teachers and candidates are now fully acquainted with the format. There were hardly any blank pages, which demonstrates that candidates are well prepared by covering the entire specification. It was also noticeable that there were very few rubric offences at all. Centres should note that if a candidate attempts 5a and 6b or 5b and 6a then examiners mark both but award only the higher mark of the two responses. It was also noticeable on question 1 that far more students understood that they were required to make one valid and supported inference from the source provided. There were very few lengthy responses which were totally own knowledge without any explicit reference to the source. There were some very impressive scripts which showed specific and accurate knowledge which was used for detailed explanations on the lower and middle tariff questions, and to give high-level sustained analysis and supported judgments for questions 5b and 6b. Centres might also wish to stress the value in candidates spending a little time to help them make an informed decision when choosing question 3 or 4 and 5 or 6.

It is noticeable that many of the highest scoring candidates clearly underline or highlight the key words in the question to help focus their responses. Middle range scripts generally lose the focus of the set question and often produce an answer which either “tells the story”, is “everything I know about this topic” or is clearly a response aimed at a previous examination paper question. Level 1 comments are generally an additional piece of information added to one or more of the bullet points in the stimulus material or one or two simple points about the subject matter in the question which is often not specific to the actual period studied.

As mentioned in previous reports, stimulus material is always provided for questions 3, 4, 5b and 6b. In this particular examination paper bullet points were used. Centres should note that in some examination series this material may take the form of stimulus such as a map, poster, picture, graph, or a short piece of continuous prose. There are examples of questions which do not use bullet points in the second set of Specimen Assessment Materials which are available on the main Edexcel website for GCSE History B. The stimulus material is always offered as a prompt to students of some of the main issues, and the chronological time span for the particular question set. The material does not have to be used at all and this is often the case with the highest scoring responses. Conversely students should not rely on the provided material alone or simply rewrite it in their own words – both of which will invariably give a lower scoring response.

Question 1

Most candidates scored Level 2 and gave a valid variety of inferences directly supported from the source such as a cowboy's life being lonely, isolated and involving hard work in a demanding physical environment. Candidates scoring low or zero marks either (i) wrote at length with their own knowledge on the life and work of cowboys, without any direct reference to the source provided or (ii) made inferences which could not be supported from the source or from images that did not exist on the examination paper. Responses such as "how happy the cowboy is", the "long hours worked" or even that "they had plenty of time on their hands to pose for photographs."

1 What can you learn from Source A about the work of cowboys?

(4)

from source A you can learn that cowboys had to be prepared for eneytype of weather. You can see that he is wearing over coat trousers to protect from the harsh rain and wind. You can also learn that they had to be well equipped to do the job well, you can see that he is carrying a ~~soft~~ lasso to catch the buffalo, with this show that they worked hard.

(Total for Question 1 = 4 marks)



ResultsPlus
Examiner Comments

This answer is high level 2 as it makes a valid supported inference from the source provided



ResultsPlus
Examiner Tip

Remind candidates that own knowledge is not assessed on this question. Lengthy answers with own knowledge will invariably waste a candidate's time for the rest of the examination paper.

Question 2

Candidates choosing 'The use of the reservations' accessed the higher levels within the mark scheme by normally explaining how the impact of physical restrictions on the nomadic lifestyle, buffalo being replaced by US government handouts, the use of boarding schools, reduction in power of chief and restrictions on religious rituals, contributed to the end of the Plains Indians' traditional way of life. Level 2 answers tended to be a description of life on the reservations, without focusing on the thrust of the question regarding the end of the Plains Indians' traditional way of life. Level 1 answers were mainly vague or unsupported comments such as "they could not hunt" or "they had to do what the government wanted". Those candidates that chose "the building of the railroads" frequently accessed Level 3 by explaining the impact of the railroads in bringing in new settlers, the restrictions on land for nomadic Indians and some linked railroads, to ease movement for the US army. Level 2 answers tended to get bogged down in describing problems for the Plains Indians in not being able to hunt buffalo. A number of candidates misread the question and scored low marks by writing about the benefits brought about by building the railroads in general, and a few assertively claimed that the Indians benefited from the increased travel opportunities. Very weak answers also tended to describe at length, aspects of the Plains Indians' culture and lifestyle, with no mention at all to either railroads or reservations.

The use of reservations changed their way of life as they were not allowed to roam with the buffalo which meant that they could not kill the buffalo for meat so they had to rely on the government giving them food. Also they could not build new teepees as they did not have the buffalo skin to cover the wooden structure. They could not make traditional clothes which was because they needed buffalo skin.

They were not able to hunt which meant that no man could prove how good a hunter he was which meant they did not have lots of wives whereas before the best hunters would have 5 or 6 wives.

The use of reservations meant that they were trapped and could only use one bit of land but they believed that the land was sacred and was their mother as they could live off everything that grew on the land, so

it meant that their culture had changed dramatically to what it was and they had lost their independence.



ResultsPlus
Examiner Comments

This is a high level 3 answer which clearly focuses on explaining the effects of the use of reservations on the Plains Indians' traditional way of life. It includes several valid points, such as food, tipis, hunting, the status of men and beliefs about land.



ResultsPlus
Examiner Tip

Ensure that candidates do not lose focus of the set question which is provided above the two boxes for this question.

Question 3

Level 3 answers identified and explained a range of reasons for the rapid growth of the cattle industry after 1865, such as the role of key individuals, technology and the increasing demand for beef in the eastern states. At this level, McCoy and Abilene were well known, and explained their importance as a meeting place for buyers from the East with cowboys from Texas or the Plains. Some candidates explained how Iliff's contract to supply the Sioux gave him a steady income, and how this encouraged others to seek new markets in government contracts. They were also aware of his importance for bringing ranching onto the Plains and breeding new meats. Level 2 answers were mainly descriptions of the cattle industry without linking their knowledge to reasons for the industry's growth. Some weaker candidates tended to try to explain the industry's growth as due to a change in taste for the Indians from buffalo to beef, and saw Iliff as trying to save hungry Indians from starvation.

They confused refrigerated railroad wagons with some sort of air conditioning to keep cattle alive, or mixed up cattle with buffalo.

The cattle industry grew very quickly between the years 1865-1885, for a number of reasons.

Firstly, Joseph McCoy devised the first cow town, ~~Abilene~~ Abilene on the Kansas Pacific railroad. It meant that buyers could travel west to purchase cattle for good prices. Abilene grew ~~very~~ rapidly and had many hotels and saloons. More cow towns, like Dodge City for example were set up because of this, which increased the amount of cattle being purchased.

The cattle industry ~~was~~^{was} proving to be profitable and John Liff encouraged this. He was the first man to bring cattle ranging to the Great Plains and in 1868, he won a Government contract to provide beef to the sioux reservations. He proved there were many ways of selling beef by using refrigerated railroad wagons in 1880 to send already slaughtered meat east to sell. He also experimented with breeding to create more popular, sweeter meat. This encouraged the growth of the cattle industry by proving there were many ways to make money from it.

New trails were made and new railroads west brought many potential buyers to the plains. However, the cattle industry would have never grown ~~so~~ so quickly without the use of ~~the~~ new technology. Railroads were the only way to get meat east, so without them, there would have been no cattle industry.

To conclude, the cattle industry developed so ~~quickly~~^{quickly} between 1865-85 because of few important individuals such as Joseph McCoy and due to new technology like the railroads.



ResultsPlus
Examiner Comments

This is a level 3 response which clearly focuses on the set question, with specific and accurate supporting details.



ResultsPlus
Examiner Tip

Remind candidates about the use of stimulus material which is explained fully in the introduction to this report.

Question 4

Many candidates had very impressive and detailed knowledge of Custer and the Battle of the Little Big Horn. They were able to explain reasons for his defeat with accurate, detailed and specific supporting knowledge. As well as using the provided bullet points as a stimulus, many candidates included explanations which included the lack of scouts, refusal of Gatling guns, the night march through the mountains, Custer's own decisions, and the roles of Sitting Bull and Crazy Horse in the organisation and motivation of the Indians. Level 2 answers tended to be a narrative of the Battle of Little Big Horn, without focusing on the reasons for Custer's defeat. Level 1 answers to this question often simply added an explanation to one or two of the bullet points, such as "the Winchester rifles were better."

Custer was defeated at Little Big Horn for a number of reasons. First reason was Custer had previously decided to reject ~~the~~ Gatling guns to use against the Indians which was a major mistake as he believed it would slow 'him down' in his pursuit of the Sioux. He also rejected additional men as Custer believed the concentration of the Indians would be smaller than first thought, which was also a costly mistake. Overall Custer had 700 men of the US 7th Cavalry to defeat and remove the Sioux Indians. Second reason was Custer's own arrogance and big-headedness as he believed in a quick decisive victory over a small Indian force. ~~However~~ He decided on the use of capturing women and children like he did so at the Battle of the Washita where his ~~to~~ outnumbered and outgunned 7th manage to force the Cheyenne into surrender which handed ~~him~~ him a victory. Coupled along with the fact Custer greatly underestimated the ~~also~~ amount of Indians against him, Custer greatly believed in winning a

heroicly styled battle, which never happened. The 3rd reason was on the day of battle an Indian scout party came across Custer's force. Custer ordered some men to pursue the Indian scouts however the scouts never returned to the village which by this time had amassed to nearly 2000 ~~+~~ plus Indians, a vast number more than Custer anticipated. The fact the scouts never returned home forced Custer into launching his attack a day before he planned, not giving the rest of his force and the mule train to catch up. The 4th reason he lost was because of a failed pincer movement in which Custer hoped to catch the women and children escaping. Col Bentine was sent on the left flank where he actually never engaged the Indians and he also failed in sending his men to help Custer. Major Reno attacked up the middle where his men were ~~slain~~ slaughtered and ~~he~~ he was forced to retreat to a ridge just south of where Custer made his last stand. George Custer failed on the right as he attempted to cross the river in an attempt to capture the women and children.

however he never found a suitable a crossing but the indians did. Custer retreated to last stand hill where 260 men of his command were wiped out, at the loss 66 indians. Overall these factors contributed to ~~an~~ a disastrous defeat for Custer and the US Army.



ResultsPlus
Examiner Comments

This response is a high Level 3. There is impressive detail, with a clear focus on the set question.



ResultsPlus
Examiner Tip

Remind candidates about the use of stimulus material which is explained fully in the introduction to this report.

Question 5

5a. Many candidates had clear and detailed knowledge of mountain men, and related it to the set question to score Level 3. They explained how it changed from exploring, mapping and publicising, to acting as guides. Such answers often gave details on Jim Bridger, the Oregon Trail and the fate of the Donner Party, as exemplification for those migrating West, and were unguided or refused the advice of the Mountain Men. Level 2 answers mainly consisted of descriptions of the lives of the mountain men rather than the role they played in the development of the American West, or gave lengthy accounts about the fur trade. There were few Level 1 responses to this question. Some candidates had very confused chronology and wrote about the Mountain Men in relation to the Mormons or the development of railroads.

5b. There were some Level 4 responses, which offered a sustained analysis on the extent of the contribution by women homesteaders. Level 3 answers tended to explain the contribution made by women homesteaders to the settlement on the Plains in developing communities, their role in medicine and as schoolteachers. Level 2 responses described the trials and tribulations of women homesteaders, or lost the focus of the question by producing a "learnt response" on the lives of homesteaders. Level 1 answers were often not clear whether they were writing about women homesteaders or Plains Indian women. Some candidates even wrote about women homesteaders looking after tipis, or were amazingly optimistic about the medical knowledge women homesteaders had and the wide range of surgical procedures that women homesteaders were able to offer. The very weakest response tended to be bland generalisations about women in almost any society and at any time throughout History

(a) The mountain men's role in the development of the American West was; discovering and rediscovering new places. The mountain men were the first people to move past the rocky mountains ~~in the~~ whilst moving west. The mountain ^{men} discovered places that had never been found such as San Francisco and California. This helped the development of the American West in the 1840's by giving hope ~~and~~ to wannabe settlers who wanted to move west.

The mountain men also helped the development of the American west by helping the US army make maps for the settlers moving west. Many settlers had heard of the wonderful stories about the west and so tried to make the move themselves. Many got lost and because the mountain men knew their way around the west, they coincided with the army and built maps. This helped the development of the west by helping settlers to move and set up ~~the~~ their homes which resulted in towns being built.

One of the most important roles of the mountain men in the 1840's was being trail guides for the settlers.

((a) continued) The mountain men such as Jim Bridger knew the trails and the west like the back of their hands so ~~helped~~ ^{used} their knowledge to help more settlers west. This role made it possible to move many families west quicker than what it would have taken if a guide hadn't accompanied the families. This was the role which helped the development of the American west in the 1840's.

(b) I agree with the statement that women played an important part in the homesteaders' settlement of the Plains. One way in which I agree with this statement is; they made solutions to the many problems faced with building their homes in the west. There was a shortage of wood on the plains which meant that log houses couldn't be built. The women made a solution by building what is known as 'sod houses'. Sod houses were generally made from a clay like substance collected from the ground. These were not the best of homes and leaked. Disease was infested in those houses which resulted in another solution designed by the women. Whitewash was applied to the walls which decreased the bed bug problem, and a thick layer of clay was used to stop leaking. This couldn't have been done without the input and role of the women in the homesteaders' settlement of the Plains.

Another reason why I agree with the statement about the role of the women in the homesteaders' settlement of the Plains is; the way the women adapted to the harsh life of the Plains. The Plains were very vast which meant essential roles which were a usual necessity of life such as doctors, midwives and nurses were not available. The women resolved this by learning what the doctors

((b) continued) did and taking the role into their own hands.

This was important in the homesteaders settlement of the plains because it meant disease was to a minimum so less people were dying on the plains.

Another reason why I agree that the women played an important role in the settlement of the plains was; how the women worked after the entire family.

Men's jobs were hunting, and bringing in money for the family to live on but the women's roles, were cooking, washing, ^{and} harvesting crops. With all these jobs helping the survival on the plains the women's roles were above all one of the most important roles their was.

Without the women being there ~~to~~ ^{along} side the family, day to day life would not have been possible and less and less families would have been able to survive and therefore fulfil their manifest destiny and life on the plains. That is why I agree massively with the statement about why the role of women was important in the settlement of the homesteaders ^{on} the Great Plains.



ResultsPlus

Examiner Comments

Part a) of this response is Level 3, with a clear focus on the role of Mountain Men in the development of the American West. Part b) is mid Level 4 with a sustained focus on the statement in the question. It makes an attempt to quantify the role of women homesteaders. Slightly more support from other areas, such as political and social life would have allowed the response to move to high Level 4.

Question 6

6a. Response in Level 3 explained some of the reasons for lawlessness in the American West, and how it was difficult for systems to cope with the influx of settlers and deal with disputes effectively. These candidates often then explained the US Government's appointment of marshals, sheriffs and judges, and explained the problems and difficulties faced in attempting to deal with lawlessness. Level 2 answers were more likely to be descriptions of lawlessness, and were occasionally lengthy descriptions and narratives about individual lawbreakers. At Level 1, comments were vague and unsupported, such as "it was violent," "there was no real police force", or "distances were long."

6b. Candidates reached Level 4 by making a sustained analysis and reaching a judgment on the proposition in the question. At Level 3 many candidates explained the role of "push" and "pull" as factors for migrating West in the 1840s, and were able to explain the various motives for different and specific groups of people. The Mormon's were particularly well known. Level 2 answers were either general descriptions of migrating West, focused only on one particular group (invariably the Mormons, or those seeking their fortunes in the Californian Gold Rush), or lacked specific details for the time frame in the set questions. Level 1 answers often tended to misread the question or offer basic details on wagon trains or on groups identified in the stimulus material, such as miners and the Mormons. This was done without relating their response in any way to their actual reasons for migrating West. Some candidates mistakenly thought of the Mormons as economic migrants, or saw it as an opportunity to write about problems migrating West and described the Donner Party.

(a) The role of the government in dealing with lawlessness was a difficult one. This was because of the west being such a rough place, lack of trained lawmen and bad habits that the settlers brought to the west such as drinking, gambling and violence. The government did try to appoint lawmen and marshalls in the west such as William Tigham who became marshall in Dodge City, however these lawmen were often corrupt and had committed crime themselves, for example in 1869 Bill Hickok had murdered a number of men but despite that he was still able to become town Marshall in Abilene in 1872 - the government did nothing to stop this.

You can see several examples of the government struggling with law and order in the west, as in 1880 over 200 vigilante groups were operating west of the mississippi, this shows that perhaps the government were not doing enough to deal with lawlessness, another fact that suggests the government were not doing enough would be the creation of private protection agencies, ~~to~~ hired to protect trains, travellers and banks ect. One of these would be the 1850 Pinkerton Protection

((a) continued) Agency - Showing that perhaps the ~~govt~~ ^{citizens} role in keeping law and order in the west was greater than the governments.

So in conclusion the role of the US government in dealing with lawlessness in the west could have been greatly improved although it was a very difficult task for several reasons, and they did try to keep order.

(b) Wanting to get rich quick was a huge reason for the ~~the~~ migration to the west in 1840s and 1850s however ~~there~~ there were other factors in the east that "pushed" people into the west as they had nothing left to lose. for example the 1837 eastern bank collapse caused many people to loose their savings, and therefore consider moving west for a ~~2nd~~ second ~~time~~ chance.

Another example would be that ~~in~~ in 1839, 20,000 unemployed people demonstrated in ~~Philadelphia~~ Philadelphia, showing that there was a lack of jobs in the east and people were struggling to make a living, what made matters ~~more~~ worse ~~is~~ is the fact that the jobs people did have had their wages cut by 40% after the Eastern Bank collapse of 1837, again suggesting that life was hard in the east and ~~so~~ therefore making it tempting for people to migrate west for a second chance.

However ~~of~~ the want to get rich quick did play an ~~the~~ important part to migrating west as by the end of 1849 over 90,000 miners had moved west to California and Oregon after the discovery of gold in 1845, ~~so~~ So these 90,000 probably did move west to "get rich quick" but between 1840 and 1850

((b) continued) over 88,000 migrants moved west for ~~the~~ the fertile land that they had heard about from mountain men such as Jim Bridger, these migrants were also helped by the 1842 act which made land in Oregon available cheaply. So although they may have moved west to get rich from farming, it would not have been a get rich quick opportunity, more of a fresh chance opportunity.

Another mass of ~~the~~ people moving west between 1840 and 1850 would be the Mormons, and we know for a fact they did not move west to "get rich quick" they moved to the great salt lake to escape from persecution and to practice their beliefs in peace; they were pushed out of everywhere they settled in the east, ~~and~~ for example they had to leave Ohio in 1837, Missouri ~~in~~ in 1838 and Illinois in 1846 after the death of their leader Joseph Smith - Young (their new leader) ~~to~~ resorted to moving over 16,000 Mormons west to the salt lakes for peace and protection - not to get rich quick.

The huge ~~mass~~ amounts of migrants west did not come until after ~~the~~ the Homestead act of 1862 and ~~at~~ at that time they ~~to~~ moved west because

((b) continued) They believed in ~~the~~ Manifest Destiny - the governments belief that it was the US destiny to populate and civilise the west, so the idea that the migration west between 1840 and 1850 ~~was~~ would have to ~~be~~ be because of either money, protection or a fresh start.

Overall I agree strongly with the statement due to the fact that at the time the trip would have been dangerous ~~and most of~~ (an example of a migration west gone wrong would be the ~~1846~~ 1846 Donner Party, who found themselves stranded in the Sierra Nevada mountains in winter and had to resort to cannibalism, of which 48 survived) and the ~~chance~~ chance of someone making such a dangerous journey for anything other than money seems unlikely to be as we live in a greedy ~~and~~ world, however ~~it is those that~~ ~~travel~~ there are those that did not travel west for money who must be considered.



ResultsPlus

Examiner Comments

Answers to both a) and b) parts of the question are full marks. The answers have accurate and detailed support with a focus on the set questions. Part b) shows sustained analysis and reaches a supported judgement.

Paper Summary

In order to improve their performance, candidates should:

1. Be fully aware of the rubric of the examination including where there is a choice of question.
2. Be fully aware of the requirements for question 1.
3. Recognise that the stimulus for questions 3,4,5b and 6b can be in a form other than bullet points.

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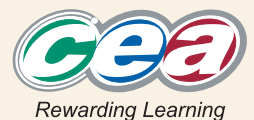
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