

# Mark Scheme (Results)

Summer 2012

GCSE History B (5HB02/2B)

Unit 2: Schools History Project Depth  
Study

Option 2B: The American West,  
c1840-c1895

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at [www.edexcel.com](http://www.edexcel.com).

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

[www.edexcel.com/contactus](http://www.edexcel.com/contactus)

## **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2012

Publications Code UG032474

All the material in this publication is copyright

© Pearson Education Ltd 2012

## 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		<p>What can you learn from Source A about the lives of Plains Indians?</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Source A:</b> An illustration from 1869 of a Plains Indian family moving their possessions.</p>  </div> <p>Target: comprehension and inference from source (AO3a: 4 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple statement</b></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. they moved all their things, they lived in families</i></p>
2	3-4	<p><b>Developed statement</b></p> <p>An inference is drawn and supported from the source.</p> <p><i>E.g they were nomadic, few possessions</i></p>

Question Number		
2		<p>The boxes below show two reasons for migrating West.</p> <p>Choose <b>one</b> and explain why it encouraged people to migrate West.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Belief in Manifest Destiny</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Economic depression in the East</div> </div> <p>Target: recall; analyse causation(AO1 and AO2: 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Generalised statements with little specific content.</b></p> <p>Comments are unsupported statements or could apply to either</p> <p><i>E.g they wanted the land, they wanted to get richer, to be safe</i></p>
2	4-6	<p><b>Descriptive answer which will state but not explain why it encouraged people to migrate West</b></p> <p>Student gives a narrative or descriptive account of Manifest Destiny or Economic depression in the East. Links remain implicit.</p> <p><i>E.g Manifest Destiny – describes the idea of Manifest Destiny Economic depression in the East – describes unemployment and/or farming problems in the East</i></p>
3	7-9	<p><b>The focus is on the reasons why the chosen item encouraged migration West</b></p> <p>Student will identify why Manifest Destiny or Economic Depression encouraged people to migrate West.</p> <p><i>E.g, Manifest Destiny – explains how it encouraged many to move West to make USA strong, as “right” and “natural” Economic depression – explains how it encouraged many to migrate West with economic problems in the East and new opportunities in the West</i></p>

Question Number		
<b>3</b>		<p>In what ways did discoveries of gold lead to problems of law and order in mining towns in the American West?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer and any other information of your own.</p> <p>People of many different nationalities flooded into remote areas where gold was discovered. Claims had to be registered with the District Recorder. Saloons were an important part of life in mining towns.</p> </div> <p>Target: recall, analyse effects or consequence (AO1 and A02; 12 marks)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-4</b>	<p><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student offers valid comment(s) on law and order in the American West</p> <p><i>E.g there was a lot of crime in mining towns, there were no officials to stop criminals, many went to get gold</i></p> <p>Reserve top of level for answers which state more than one problem of law and order</p> <p><b>N.B. Do not credit repetition of bullet points without development</b></p>
<b>2</b>	<b>5-8</b>	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student narrates or describes problems of law and order. Links remain implicit</p> <p><i>E.g gives an descriptive or narrative account of law and order in mining towns</i></p> <p>Reserve top of level for range of effects shown.</p>
<b>3</b>	<b>9-12</b>	<p><b>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail</b></p> <p>Student identifies and explains how the discovery of gold in California led to problems of law and order in the American West.</p> <p><i>E.g explains how the rapid migration and quick development of mining towns led to problems of law and order, problems of lack of law enforcement, miners taking matters into their own hands</i></p> <p>Reserve top of level for range of effects explored or the links between effects shown</p>

Question Number		
4		<p>In what ways was life on the reservations difficult for the Plains Indians in the years 1876-90?</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>• The US government appointed agents to look after the reservations.</li> <li>• By 1887 over 2,000 Indian children were in boarding schools.</li> <li>• 1887: Dawes Act.</li> </ul> <p>Target: recall, analyse change (AO1 and A02; 12 marks)</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 offers valid comment(s) about reservations</p> <p><i>E.g they could not hunt, the whites set up schools</i></p> <p>Reserve top of level for answers which state more than one comment.</p> <p><b>N.B. Do not credit repetition of bullet points without development</b></p>
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 life on the reservations. Links remain implicit</p> <p><i>E.g describes policies followed by the US government and/or how living on reservations ended the Plains Indians' traditional way of life</i></p> <p>Reserve top of level for depth and range of supporting detail</p>
3	9-12	<p><b>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail</b></p> <p>Student identifies and explains why the lives of Indians living on reservations became more difficult in the period 1876-1890</p> <p><i>E.g explains the impact of government policies on life on reservations for Indians after 1876</i></p> <p>Reserve top of level for range of factors explored or the links between factors shown</p>



Question Number		
<b>5 (a)</b>		Describe how wagon trains were organised to overcome the problems of journeys West in the 1840s.  Target: recall, analyse key features(AO1 and AO2: 9 marks)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	1-3	<b>Simple statement(s) offered, showing some relevant knowledge.</b>  Student offers a simple statement(s) about wagon trains and/or moving West  <i>E.g they were in big groups, they had supplies</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 wagon trains and/or problems  <i>E.g describes Journey West, may describe specific examples such as Donner Party, may list problems of terrain</i>  Reserve top of level for depth and range of supporting detail provided.
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 explains how wagon trains were organised to overcome problems of journey West  <i>E.g explains variety of skilled people making up wagon trains, waited for right weather conditions, role of Mountain men</i>  Reserve top of level for depth of answer

Question Number		
<b>5 (b)</b>		<p>'The main reason for conflict between the Plains Indians and white Americans was their different attitudes towards land'. 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>• 1851 and 1868: The Fort Laramie Treaties.</li> <li>• 1864: The Sand Creek Massacre.</li> <li>• 1874: Gold was discovered in the Black Hills.</li> </ul> <p>Target: recall, analyse effects or causation (AO1 and A02: 16 marks)</p> <p><b>QWC Strands i-ii-iii</b> Assessing QWC: For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-4</b>	<p><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student may offer simple detail of attitudes towards land OR conflict between the Plains Indians and white Americans</p> <p><i>E.g the Indians did not believe in owning land, Indians had religious beliefs about land</i></p> <p>Writing uses 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><b>N.B. Do not credit repetition of bullet points without development.</b></p> <p>Reserve top of level for answers which offer several valid points.</p>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>5-8</b>	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student narrates or describes different attitudes towards land between the Plains Indians and white Americans. Links remain implicit.</p> <p><i>E.g describes the differences between Indian beliefs about land and white American beliefs</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>
<b>QWC i-ii-iii</b>		



Question Number		
<b>6 (a)</b>		Describe the problems of constructing the railroads across the Great Plains.  Target: recall, analyse significance or importance (AO1 and AO2: 9 marks)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<b>Simple statement(s) offered, showing some relevant knowledge.</b>  Student offers simple detail(s) on the construction of railroads.  <i>E.g it was a very long way, difficult land to cross</i>  Reserve top of level for answers which offer several valid points.
<b>2</b>	<b>4-6</b>	<b>Statements are developed with support from material which is mostly relevant and accurate.</b>  Student describes or narrates the construction of railroads. Links remain implicit.  <i>E.g describes problems of geography, funding, labour, Indians</i>  Reserve top of level for range of problems or ONE problem explained
<b>3</b>	<b>7-9</b>	<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 explains more than one problem in the construction of railroads.  <i>E.g explains the problems faced during the construction of the railroads</i>  Reserve top of level for depth of answer and historical context

Question Number		
<b>6 (b)</b>		<p>'The role of the government was the most important reason for the improvements to homesteaders' lives 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 transcontinental railroad was completed.</li> <li>• 1873: The Timber and Culture Act.</li> <li>• 1880s onwards: 'Turkey Red' Wheat was grown.</li> </ul> <p>Target: recall, analyse effects or change (AO1 and A02: 16 marks)</p> <p><b>QWC Strands i-ii-iii</b> Assessing QWC: For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-4</b>	<p><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student may offer simple detail on the lives of homesteaders</p> <p><i>E.g they could get land cheaply, the government gave land</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><b><i>N.B. Do not credit repetition of bullet points without development.</i></b></p> <p>Reserve top of level for answers which offer several valid points.</p>
<b>2</b>	<b>5-8</b>	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student narrates or describes the improvements to homesteaders lives in the 1870s and 1880s</p> <p><i>E.g describes government acts, new farming methods, new technology, the coming of the railroads</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>
<b>QWC i-ii-iii</b>		
<b>QWC i-ii-iii</b>		



Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code UG032474 Summer 2012

For more information on Edexcel qualifications, please visit our website  
[www.edexcel.com](http://www.edexcel.com)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

