

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCSE
History B (5HB02/2B)
Unit 2: Schools History Project
Development Study
Option 2B: The American West,
c1840-c1895

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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.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

Question Number		
1		<p>What can you learn from Source A about reasons for migrating West?</p> <p>Source A: A poster published by the Atchison, Topeka and Santa Fe railroad company in the 1870s about land in Kansas.</p> <p>Target: comprehension and inference from source (AO3)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Simple statement</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. there was land for sale.</i></p>
2	3-4	<p>Developed statement</p> <p>An inference is drawn and supported from the source.</p> <p><i>e.g. encouraging migration with cheap land, railroads made it easier.</i></p>

Question Number		
2		<p>The boxes below show two groups.</p> <p>Choose one and explain how that group 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; margin: 5px;">Mountain men</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">The US government</div> </div> <p>Target: effects or consequences (AO1/AO2)</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 the group and/or people migrating West.</p> <p>OR</p> <p>Makes unsupported statement about migration West</p> <p><i>e.g. they could travel more easily.</i></p>
2	4-6	<p>Descriptive answer which will state but not examine the reasons why the group chosen encouraged migration West</p> <p>Student describes the group identified</p> <p><i>e.g. describes mountain men or describes laws passed by the US government.</i></p>
3	7-9	<p>The focus is on how the group chosen encouraged migration West</p> <p>Student will explain how the group chosen encouraged migration West.</p> <p><i>e.g. The mountain men: explains how the Mountain men worked as guides for wagon trains, led to trailblazing. The US government: explains how legislation such as the Homestead Act encouraged migration West; promotion of Manifest Destiny; consequences of government subsidies to railroad companies.</i></p>

Question Number		
3		<p>In what ways were women homesteaders important to the development of farming communities on the Plains?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • Herbal remedies were often used to treat the sick. • Most sod houses did not have running water. • Newspapers in the West advertised for schoolteachers. <p>Target: recall, causation (AO1/AO2)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple statement(s) showing some relevant knowledge.</p> <p>Student states example(s) without development.</p> <p><i>e.g. they cooked, they looked after the family, worked as teachers.</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 account of women homesteaders.</p> <p><i>e.g. describes the role of women in the home.</i></p> <p>Reserve top of level for the quality of supporting detail.</p>
3	9-12	<p>The answer shows understanding of the focus of the question and is able to support the response with sufficient accurate and relevant detail.</p> <p>Student will examine the importance of women in the development of farming communities on the Plains.</p> <p><i>e.g. explains the importance of women homesteaders in the development of farming communities such as dealing with health, farming and teaching.</i></p> <p>Reserve top of level for range of factors explored or links between the factors shown.</p>

Question Number		
4		<p>Why was there a clash of cultures between white settlers and Plains Indians?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • Many Plains Indian men had more than one wife. • Scalps were often displayed on the poles of tipis. • White settlers bought land. <p>Target: recall, causation (AO1/AO2)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple statement(s) showing some relevant knowledge.</p> <p>Student states example(s) without development.</p> <p><i>e.g. they had different ideas about land, had different beliefs.</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 descriptive account of the culture of Plains Indians and/or white settlers.</p> <p><i>e.g. describes the life and culture of Plains Indians and/or white settlers such as family structures, beliefs about land, religious beliefs, attitudes to warfare.</i></p> <p>Reserve top of level for the quality of supporting detail.</p>
3	9-12	<p>The answer shows understanding of the focus of the question and is able to support the response with sufficient accurate and relevant detail.</p> <p>Student will explain reasons why white Americans often found it difficult to understand the culture of the Plains Indians</p> <p><i>e.g. explains how white settlers found it hard to understand the life and culture of Plains Indians such as polygamy, attitudes to land and warfare, nomadic lifestyle.</i></p> <p>Reserve top of level for range of factors explored or links between the factors shown.</p>

Question Number		
5 (a)		Describe the role of Joseph Smith during the early years of the Mormon Church. Target: recall; understanding of significance (AO1/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple statement(s), showing some relevant knowledge. Student states valid example(s) without development. <i>e.g. he was a leader, they followed him.</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 will narrate or describe Joseph Smith <i>e.g. the golden plates, the angel Morini, setting up of a Church, moves to Kirtland, events in Nauvoo, killing of Smith.</i> Reserve top of level for depth and range of supporting 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 will describe the role of Joseph Smith to the early years of the Mormon Church. <i>e.g. explains the role of Smith in setting up a Church; problems of later divisions in the early Mormon movement.</i> Reserve top of level for depth of answer.

Question Number		
5 (b)		<p>'The US government was unable to deal with problems of law and order in the American West.' 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"> • Vigilante committees were common in mining towns. • The government appointed three judges to each territory. • 1892: The Johnson County War broke out. <p>Target: recall, analysis of effects or consequences (AO1/A02)</p> <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> <p>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple statement(s) showing some relevant knowledge.</p> <p>Student offers detail(s) on law and order in the American West.</p> <p><i>e.g. vigilantes took control of things, areas were too big.</i></p> <p>Reserve top of level for answers which offer several valid points.</p> <p>N.B. Do not credit repetition of bullet points without development.</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>QWC i-ii-iii</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes law and order and/or problems or lawlessness in the American West.</p> <p><i>e.g. describes the structure of law enforcement, vigilantes, lynching, cattle rustling, Johnson County War.</i></p> <p>Reserve top of level for depth and range of supporting details included.</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</p> <p>QWC i-ii-iii</p>

		of the rules of grammar with general accuracy.
3	9-12	<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 that it was/was not possible for the government to deal with problems of law and order in the American West.</p> <p><i>e.g. explains how the US government dealt successfully with law and order with the use of marshals, sheriffs and judges AND/OR how the US government was unable to deal successfully with law and order due to vigilantes, distances covered, lack of manpower, conflict between cattlemen and homesteaders.</i></p> <p>Reserve top of level for depth and range of answer.</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>
QWC i-ii-iii		
4	13-16	<p>The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.</p> <p>Student weighs up the extent to which the government could deal with problems of law and order in the American West.</p> <p><i>e.g. weighs up the extent to which the US government was able to successfully enforce law and order set against the reasons for the extent of lawlessness.</i></p> <p>Reserve top of level for answers with depth of answer.</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>
QWC i-ii-iii		
		Marks for SPaG
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2-3	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High	4	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
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Question Number		
6 (a)		Describe the mistakes made by Custer at the Battle of Little Big Horn in 1876. Target: recall; significance (AO1/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple statement(s), showing some relevant knowledge. Student states valid example(s) without development. <i>e.g. he was a bad leader, he did not listen to others.</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 or narrates the Battle of Little Big Horn and/or the role of Custer. <i>e.g. Custer's surrounding of the Indians, the events of the battle, killing of all of Custer's men.</i> Reserve top of level for depth and range of supporting 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 describes the various mistakes made by Custer at Battle of Little Big Horn. <i>e.g. describes the effects of Custer's ignoring of warnings, use of normal tactics, overpowered by Indians.</i> Reserve top of level for depth of answer.

Question Number		
6 (b)		<p>'The use of cattle drives was the most important reason for the growth of the cattle industry after 1865.' Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> • 1866: 250,000 cattle were driven from Texas to Sedalia. • 1872: John Iliff won a contract to supply beef to the Sioux Indians. • Between 1867 and 1888 nearly 1,500,000 cattle passed through the railhead at Abilene. <p>Target: recall; process of change (AO1/A02) 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. Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple statement(s) showing some relevant knowledge.</p> <p>Student offers detail(s) on the cattle industry.</p> <p><i>e.g. trails were built, cattle could be taken on railroads.</i></p> <p>Reserve top of level for answers which offer several valid points.</p> <p>N.B. Do not credit repetition of bullet points without development.</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>QWC i-ii-iii</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes and/or narrates the cattle industry.</p> <p><i>e.g. narrates or describes the cattle industry, the use of trails, the work of individuals such as McCoy and Iliff, the open range, the coming of railroads.</i></p> <p>Reserve top of level for depth and range of supporting details included.</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>QWC i-ii-iii</p>

3	9-12	<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 cattle drives as the main reason or not the main reason for the rise of the cattle industry after 1865.</p> <p><i>e.g. explains the importance of cattle drives as the reason for growth of the cattle industry AND/OR other factors such as the development of trails, the work of individuals or the railroads as reasons for the rise of the cattle industry.</i></p> <p>Reserve top of level for depth and range of answer.</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>
QWC i-ii-iii		
4	13-16	<p>The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.</p> <p>Student weighs up the extent to which cattle drives were a reason for the rise of the cattle industry.</p> <p><i>e.g. weighs up the extent to which cattle drives were a reason for the rise of the cattle industry set against the contribution made by other factors such as the development of trails, the work of individuals or the railroads as reasons for the rise of the cattle industry.</i></p> <p>Reserve top of level for depth and range of answer.</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>
QWC i-ii-iii		
Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2-3	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High	4	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.