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Examiners' Report June 2010

GCSE History 5HB02 2B

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Introduction

Overall most candidates completed all the necessary questions. There were very few blank spaces, few rubric offences and responses were frequently directed to the actual focus and thrust of the set question. It was also noticeable that most students kept to the chronological framework of individual questions. There were some exceptionally strong responses which showed detailed, precise knowledge and showed skills of analysis and evaluation. Further, there seemed to be a noticeable reduction in the number of candidates who had failed to attempt the final (and highest scoring) question which would indicate that candidates timed themselves better to complete the entire examination paper.

It is also worth reiterating the role of the stimulus material which 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 the stimulus material may take the form of a visual stimulus, a graph or a short piece of continuous prose. There are examples of questions with stimulus other than bullet points in the second set of Specimen Assessment Materials which are on the main Edexcel website for GCSE History B. The stimulus material is offered as a prompt to students of some of the main issues and the chronological time span for the particular question set. The stimulus 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 stimulus material alone or simply rewrite or describe the provided material in their own words - both of which will invariably give a low scoring response.

Question 1

Most candidates performed well on this question with a very high proportion gaining full mark answers. The majority of students were able to make valid inferences about the journey west which were supported from the source such as the hazards faced or the physical nature of the landscape. The best responses used phrases such as 'it is clear from the source...', 'the source suggests that...' or 'we can infer from the source that...' These kinds of statements often resulted in very clear focussed responses and consequently achieved full marks.

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Examiner Comments

The example of a candidate's response here shows a clear level 2 answer with an inference supported from the source.

- 1 What can you learn from Source A about the problems people faced when travelling West in the 1840s?

(4)

I can learn from this source that people in the American 1840s struggled to travel. One problem is that the wagons are on rough, angled terrain; if you look to the left of the source you can see that a wagon has been completely destroyed. It is also worth noting that the scene is quite chaotic, with unloaded barrels and barely-controlled horses going in the wrong direction. These things suggest that people at that time did indeed encounter disastrous problems when travelling.

(Total for Question 1 = 4 marks)

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Examiner Tip

Candidates should be reminded that no marks can be awarded for own knowledge alone on question 1. Answers for question 1 must always refer to the source. Unfortunately there were some very articulate and extensive responses on this familiar topic which could not be credited as they made no reference at all to the source provided.

Question 2

Level 3 answers emphasised and evaluated the importance to the Mormons of the individual chosen and some also considered both the positive and negative aspects of their leadership. Answers which remained in level 2 were often very detailed descriptions or lengthy narrative accounts of either Joseph Smith or Brigham Young. Some went beyond the chronology of the question and so wrote at length about Brigham Young and the Perpetual Emigration Fund and/or the impact of Brigham Young on making Salt Lake City a success beyond 1847. Level 1 answers often confused the two leaders or wrote simple statements that could have referred to either individual such as “they had a lot of followers.” Occasionally a candidate discussed both individuals and were credited for the highest scoring response for one individual.

2 The boxes below show two individuals.

Choose **one** and explain his importance to the Mormons.

(9)

Joseph Smith in Kirtland, Missouri and Nauvoo in 1823–44

Brigham Young and the resettlement of the Mormons to the Great Salt Lake, 1845–47

Brigham Young was extremely important to the Mormons, arguably even more so than Jos. Joseph Smith, their founder. In the ~~to~~ early days of Mormonism, Young took over from the deceased Smith and almost immediately took the people in a completely new direction, one that would mean a life of acceptance and prosperity for their religion. In deciding to take the Mormon community West after their expulsion ~~for~~ from three of the eastern states by force, Brigham Young changed his people from unwanted invaders into a community who could, in their own right, establish themselves a whole new way of life. This completely changed the attitudes of the Mormon people and possibly saved their religion from complete annihilation, cementing Young a place in history as the man who reversed their fortunes, making him important because he ~~allowe~~ gave the Mormons time to flourish so they could have a history. After deciding on this new, prosperous direction, Young proceeded to create a town, ~~the~~ and later a city, that flourished. Many may argue that Salt Lake City was only truly successful

because of Young's business mind. He established the perpetual emigration fund to bring Mormons from other states, countries and continents into Salt Lake City, giving him access to believers with the range of skills needed for success. He created the democracy that America's founding fathers dreamed of in his own city, ensuring that land was distributed fairly by the church and anchoring his own popularity. Also, Young negotiated successfully with the government, using a mixture of political skills and persistence to have the area of his settlement made into a state, Utah, that he himself could govern and would live by its own laws. Brigham Young was not just a leader, but a true businessman; many of his ideas, such as using a mixture of skills, establishing a place that is, to an extent, democratic and political mindedness are relevant today, meaning that modern Mormons can still see him as a relevant figure today. Finally, Brigham Young was first and foremost a religious leader. The Mormons believed his instructions came directly from God and therefore he was clearly a unique, special and important man. After all, the Mormons were brought together through their quest for God and Brigham Young having Brigham Young as a leader seemed to bring them a little closer.

(Total for Question 2 = 9 marks)



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Examiner Comments

This is a very good answer. It has specific, precise details which are clearly focused on the question set. Full marks awarded.

Question 3

There were many very good answers at level 3. These responses showed a good level of knowledge and linked this to the concept of a “clash of cultures.” They then provided a clear argument with specific and precise details about various difficulties white settlers had in being able to understand the culture of the Plains Indians. Level 2 answers often described and listed the differences between the Plains Indians and the white settlers without focusing on why there was a lack of understanding or why the Indians were viewed as uncivilised. Level 1 answers often added a simple comment to one or more of the provided bullet points or gave a simple description of the Plains Indians way of life.



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Examiner Comments

This is an exceptionally good response. It focuses clearly on the set question and supports the explanation with specific and precise details. The rest of the response mainly deals with the Plains' Indians religious beliefs and how the white settlers found these beliefs hard to understand.

The white early settlers that first started to move onto the plains in around the 1860's found it very difficult to understand the plains Indians way of life for many reasons. Firstly, not only their religion but their whole attitude to a ~~way of~~ good way of living was completely different. The Indians are known for living a nomadic way of lifestyle (~~the~~ constantly moving) they believed this was a 'healthy' way of living. ~~Their whole existence was centered~~ The settlers however couldn't look past the inconvenience of having to keep relocating. This links in with the fact the settlers didn't have a problem with farming, all the food they needed they themselves could provide on the land which they owned. The Indians however had a completely different ~~fact~~ view, they saw ploughing as 'stabbing' their mother earth and they simply didn't think they had the right to buy and sell the land that belonged to the ~~earth~~ earth. This meant their whole existence was based around following the buffalo. This came sometimes at a

Question 4

There were a few level 3 answers to this question. These responses kept to the chronological time frame in the question and explained with specific details some of the reasons for changes to cowboys' lives in this period such as the severe winters, the surplus of beef, the increasing numbers of homesteaders and the effects of the Johnson County War. The vast majority of responses to this question were level 2 answers with lengthy descriptions of cowboys' lives rather than an explanation of why their lives changed. Some candidates also missed the focus of the question and instead wrote lengthy descriptions of the rise and fall of the cattle industry. Level 1 answers tended to give some simple statements on the life of a cowboy or simply added a detail to one or more of the bullet points.

The lives of the cowboys changed dramatically from 1865 - 1880. There were many factors which caused this.

In 1866, the first cattle trail was set up and roughly 260,000 cattle were driven from Texas to the rail-head at Sedalia. This was because after the Civil War in 1865, cattle ranchers came back from the war to Texas to find their cattle livestock had grown to about 5 million. There was a low demand for beef in Texas but a higher one in the northern States (4x more profit!). As a result ranchers set off on the long drive which they had never done before and this changed their lives.

Also, John Sill, ^{Texas Longhorns} realised that the cattle could survive the plains' harsh temperatures. And so set up a ranch on the Great Plains, after a while he had over 35,000 cattle. As a result, more ranchers set up on the plains and so cowboys were now moving from Texas and heading west to the plains.

Also, Joseph Glidden invented barbed wire and this was one of the reasons for the end of the open range. Cowboys had to adapt to this, which changed their life as it was another new concept to them.

Lastly, 1869 marked the completion of the trans-continental railroad which connects the east and the

west. Consequently, cowboys' lines were changed as all they had to do was put drive their cattle to a the railway and then the train transported them to the other states. This saved the cowboys a lot of time & effort so their work was reduced. This last point changed their lines because they didn't have to travel as far and risk their lives as much.

All of these factors changed the lives of cowboys and they played an important part in the cattle ranching and cowboys history.

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Examiner Comments

This was an excellent response which gained full marks. It is a clear explanation focused on the set question with precise and specific supporting details.

Question 5

For 5a there were some excellent level 3 responses. These answers clearly attempted to analyse the contribution made by women to the white settlement of the Plains. These had precise, detailed subject knowledge about the importance of women in establishing the home and their role in farming, as well as in the wider community such as their work as teachers and in providing general and often informal health care. Level 2 answers generally described women's work in the home and in farming without focusing on the contribution they made to the white settlement of the Plains. Level one answers were often very vague, stereotypical statements which could frequently have referred to any women in any society at any time. These statements normally concentrated on women's domestic role in a simplistic fashion. Some even went into a comparison of women at a vague point in the past with modern day western women.

In part 5b, level 4 answers weighed up the role of technology against other factors in solving the problems faced by homesteaders in the 1870s and 1880s and reached a judgement. These answers frequently came to a "balanced" conclusion that technology was as important in solving the problems as were government acts and new crops. These answers were supported with precise knowledge. Level 3 answers explained the role of technology or the role of other factors as being the more important. Level 2 answers generally described the lives of homesteaders and the various problems they faced and narrated some improvements such as new farm machinery, improved methods of farming and government acts. Level 1 answers offered some simple statements such as "the railroads brought things" or "the government gave them money." It was also clear that a few candidates were actually unsure what was meant by the term "technology."



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Examiner Comments

The 6a extract is a response worthy of full marks. The first part of this answer is shown. The candidate clearly explains a range of areas where women contributed to the settlement of the Plains. The second part of the answer gives a clear explanation of their contribution overall.

The 6b response is level 4. The start of this answer shows the candidate stating the role of technology before continuing to show the role of other factors. The rest of the response is a sustained argument weighing up the role of technology set against other factors.

(a) Women on the plain were important in the settlement of whites as they worked together to combat problems and were key in establishing a home hold. Women on homesteads played a big role. They would help and support the husband in his work and would take after children. They were responsible for the production of many items like clothes, cheese and soap. This shows they were key in maintaining and sustaining the home hold. They would also get quite ~~very~~ lonely sometimes, due to the isolation of the plains. Women combated this by setting up church groups that worked together and helped each other. This is an example of teamwork and combating problems together. ~~work~~ Also women would nurse the sick and help with childbirth; which again shows teamwork which proved key in establishing settlement. They were also responsible for the education of the children and which shows they are vital in maintaining settlement and establishing settlement. The jobs of women were also very important. Stereotypically women

(b) Technology was very important in solving the problems faced by homesteaders as it addressed ~~and~~ dealt with many of the problems they faced.

The railway had a big impact on homesteaders. After its completion in 1869, labour on the plains became much easier. Goods like seeds were transported via the railway which ~~was~~ were needed by homesteaders. This shows the railways solved the problem of supplies and labour as they gave it to them quickly and easily.

The introduction of Turkey Red wheat about ~~in 1862~~ by Russian migrants was also very important. Red wheat was resistant to the harsh weather conditions on the plains and could be grown in dry conditions. This shows how technology solved the problems of poor farming conditions as they enabled homesteaders to grow even in adverse conditions.

The invention of barbed wire ~~in 1874~~ in 1874 by John Deere also was effective in problem solving as it solved the problems of straying cattle with clear ~~and~~ boundaries. It may also have helped with theft. This also shows how

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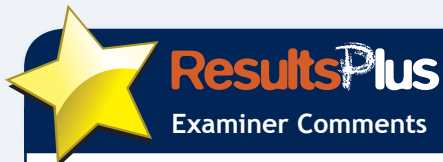
Examiner Tip

In certain questions candidates sometimes fail to notice the time span of the question and so waste time. In 6b for example some responses wrote at length about the 1862 Homestead Act. It is important that students recognise any time frame in the question.

Question 6

In part 6a, level 3 answers had a clear understanding and good subject knowledge on the issues which caused problems of law and order in mining towns. They frequently explained how the relative lack of success of government attempts at dealing with lawlessness and the problems caused by the rapid growth of mining towns led to problems of law and order in the 1850s and 1860s. Level 2 answers were more general descriptions of the law and order in mining towns and level 1 answers were often very general comments that could have applied to any towns or were descriptions of cow towns.

In part 6b, level 4 responses weighed up and made an assessment of the significance of the discovery of gold against other factors such as the government, Indian leaders and different cultural beliefs as reasons for the Sioux Wars in the 1860s and 1870s. Level 3 responses gave more of an explanation of how events led to the Sioux Wars rather than weighing up the role of various factors. These were mainly a list of reasons and did not give any supported comments as to which factors were deemed the most significant. Level 2 answers were general descriptive accounts of the various Sioux Wars. Level 1 candidates tended to add a simple detail to one or more of the bullet points.



The extract from this candidate's response for 6a is a clear level 3 response which explains how a range of factors contributed to the problems of law and order in the mining towns in the 1850s and 1860s. The points are supported with sufficient details. The rest of the response includes comments on the lack of law enforcement, the various racial groups in mining towns and specific crimes that were prevalent.

The response for 6b is the start of a level 4 response. The candidate has analysed the significance of the discovery of gold in causing the Sioux Wars. The response then analyses the roles of the government and the army. There is a supported conclusion which finally weighs up the discovery of gold as a major factor.

(a) The main problems with law and order in the mining towns in the far west were that there wasn't enough officers to keep and control law and order but also there was no quick or easy method of transport in order to bring in more officers.

Mining towns were mainly made up of cowboys, miners, bars, saloons, and prostitutes. This meant that there was a lot of men which meant that there was a need for good, experienced law enforcement officers.

However, the lack of officers meant that the people started to take the law into their own hands. They set up miners courts and vigilante groups which dealt with law in their own way; they often hung or lynched people without a trial to later discover that they were innocent.

Moreover, after the discovery of Gold, more miners were entering the town which meant that the law enforcement officers had to deal with more and couldn't get back-up if necessary due to the lack of transport.

(b) After Gold was discovered in the 1860^s and 1870^s, the Sioux tribe was slowly being forced off their land which had been given to them under the treaty of Fort Laramie in 1868. This treaty gave them the right to the land, however the U.S government took this right away from them after the Gold had been discovered because over 1,000 miners moved to the black hills in search for Gold in the year of 1875. This caused many problems for the Sioux tribe, firstly it brought conflict between the Sioux and the white settlers because the Indians were on the land which the miners wanted but they weren't willing to give it up. Therefore, this meant that there was a lot of miners but a small amount of land, ~~and~~ consequently, the U.S government decided to step in.

Another reason for the Sioux wars was that the government wanted to make a trail called the Bozeman trail and this would pass through the Indian hunting grounds. However, the Fort Laramie Treaty gave the Indians the right to leave the reservation to hunt buffalo because before the treaty was put in place

Teachers should ensure that students:

1. have specific and precise information to support their responses
2. recognise the main focus of the question set
3. understand the role of stimulus material where it is provided for questions 3,4,5b and 6b

Grade Boundaries

Grade	Max. Mark	*A	A	B	C	D	E	F	G	U
Raw boundary mark	50	41	36	31	26	22	18	15	12	0
Uniform boundary mark	100	90	80	70	60	50	40	30	20	0

A* is only used in conversion from raw to uniform marks. It is not a published unit grade.

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