

Mark Scheme (Results) January 2011

GCSE

GCSE History B (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.
- **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 idea of Manifest Destiny?</p> <p>Target: comprehension and inference from source (AO3a: 4 marks)</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>eg the white people moved West; they attacked the Plains Indians</i></p>
2	3-4	<p>Developed statement</p> <p>An inference is drawn and supported from the source.</p> <p><i>eg shows idea of Manifest Destiny as progress; shows the building of railways and wagon trains advancing; Indians retreating; Angel symbolises spread of Christianity to the West</i></p>

Question Number		
2		<p>The boxes below show two groups of people.</p> <p>Choose one and explain their role in destroying the Plains Indians' traditional way of life after 1876.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">The US government</div> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">The US army</div> </div> <p>Target: recall; importance of key events(AO1 and AO2: 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Generalised statements with little specific content.</p> <p>Comments are unsupported statements on the group chosen OR comments which could apply to either.</p> <p><i>Eg: US government: they paid people to settle on the Plains; they forced the Indians into reservations</i> <i>US army: they had better weapons; they had forts</i></p>
2	4-6	<p>Descriptive answer which will state but not examine the group's role in the destruction of the Plains Indians way of life.</p> <p>Student gives a description of the group. Their role in the destruction of the Plains Indians is asserted or implied. Links remain implicit.</p> <p><i>Eg US government: backed the army; use of reservations; encouraged settling on the Plains</i> <i>US army: used spies; built forts; use of rifles and Gatling guns; well prepared for fighting in the winter</i></p>
3	7-9	<p>The focus is on the importance of the group in the destruction of the Plains Indians way of life.</p> <p>Student will show an understanding of the importance of the group chosen in the destruction of the Plains Indians way of life after 1876. The significance/influence of the group will be considered.</p> <p><i>Eg US government: supported US army; increasing use of reservations after Battle of Little Big Horn; 1887 Dawes Act 1889 Oklahoma land race; supported railroads; supported white settlers</i> <i>US army: superiority of weapons; tactics used; divisions amongst Indians themselves; forts used as military bases.</i></p>

Question Number		
3		<p>Why were the Mormons able to settle successfully at Salt Lake City?</p> <ul style="list-style-type: none"> • 1847: The Mormons arrived at the Great Salt Lake. • The Mormon Church shared out the land. • 1849: The Perpetual Emigration Fund was set up. <p>Target: recall, cause and consequence (AO1 and A02: 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 the Mormons and/or Salt Lake City.</p> <p><i>Eg: Brigham Young led them to the Great Salt Lake, they grew crops there, they were organised</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 description of the Mormons' settlement at Salt Lake City. Links remain implicit.</p> <p><i>Eg: describes the Mormons' move west; belief in Brigham Young; organised land; spread over Utah; set up Perpetual Emigration Fund</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 will explain how the Mormons were able to settle successfully at Salt Lake City.</p> <p><i>eg Mormons' belief in Brigham Young; organisation; role in increasing territory; set up funding to encourage Mormons from overseas</i></p> <p>Reserve top of level for range of factors explored or the links between factors shown.</p>

Question Number		
4		<p>Why was it so difficult to keep law and order in the cow towns?</p> <ul style="list-style-type: none"> • At the end of the Long Drive each year the population of Abilene rose from 500 to 7,000. • Cowboys were paid at the end of the Long Drive. • 1878: Wyatt Earp was appointed Assistant Marshall of Dodge City. <p>Target: recall, cause and consequence (A01 and A02: 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 law and order and/or cow Towns.</p> <p><i>Eg: towns grew quickly; saloons; people took law into their own hands</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 description of law and order in the cow towns. The difficulties are asserted or implied.</p> <p><i>Eg: growth of towns; the lives of cowboys; offers individual examples such as Wyatt Earp/Dodge City; use of vigilantes; describes some forms of local government</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 difficulties identified with sufficient accurate and relevant detail.</p> <p>Student will show an understanding of the difficulties keeping law and order in the cow towns. The significance/influence of the difficulties will be considered.</p> <p><i>eg: growth of towns at end of Trails; lifestyle of cowboys; lack of local government; some Confederate-Union rivalry; significance of examples such as Wyatt Earp and Dodge City; increasing use of forces of law and order</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 Plains Indians' beliefs about warfare. Target: recall; understanding of key features (AO1 and AO2: 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student offers a valid comment on the Plains Indians' beliefs about warfare.</p> <p><i>Eg; they did not want to kill; they did not have big battles</i></p> <p>Reserve top of level for answers which offer several valid points.</p>
2	4-6	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes the Plains Indians' beliefs about warfare.</p> <p><i>Eg; short raids; to capture horses and weapons; not to die; fought for honour; counting coup</i></p> <p>Reserve top of level for depth and range of supporting detail provided.</p>
3	7-9	<p>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail.</p> <p>Student explains the reasons for Plains Indians' beliefs about warfare.</p> <p><i>Eg; emphasis was on survival rather than on death; not to conquer; to gain honour; to capture horses and weapons</i></p> <p>Reserve top of level for depth and range of supporting detail provided.</p>

Question Number		
5 *(b)		<p>'The railroads were the most important factor in solving the problems faced by the homesteaders in the years 1870-90.' Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> • 1870s and 1880s: Farming equipment was manufactured in the eastern states • 1874: Barbed wire was invented. • By 1890, six railroads crossed the USA from east to west. <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>Target: recall; analysis of factors of causation within an historical context (AO1 and A02: 16 marks)</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 detail on homesteaders' problems or the railroads.</p> <p><i>Eg; they got better farm equipment; they could travel more; they could buy and sell things easier.</i></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>N.B. Do not credit repetition of bullet points without development.</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 the problems and solutions facing homesteaders or describes the railroads</p> <p><i>Eg; new machinery and better farming techniques; use of wind pumps; invention of barbed wire; railroads brought in goods; railroads meant goods could be sold; easier to travel</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>
		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 explains the problems facing homesteaders and the role of the railroads in solving/not solving these problems.</p> <p><i>Eg; railroads allowed wind pumps, barbed wire, machinery to be brought to the Great Plains; brought other goods; allowed agricultural produce to be sold; reduced isolation; other developments such as new farming methods; government legislation</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 indicating various reasons for the development of the Great Plains.</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 an analysis supported by precisely selected and accurate material.</p> <p>Student attempts to assess whether the problems facing homesteaders were solved by the railroads.</p> <p><i>Eg; assessment of relative importance of railroads and other factors in allowing homesteaders to live and farm more successfully on the Great Plains by 1890</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 effects of the discovery of gold in California in 1848 on the settlement of the American West. Target: recall; understanding of key features (AO1 and AO2: 9)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s) offered, showing some relevant knowledge. Student offers a valid comment on the discovery of gold in California in 1848. <i>Eg; many travelled there; some got rich; towns grew up.</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 the discovery of gold in California in 1848. <i>Eg; many migrated west; the 'Forty-niners'; led to mining towns; led to more road and railways; led to later discoveries.</i> Reserve top of level for depth and range of supporting detail provided.
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 explains the effects of the discovery of gold in California in 1848 on the growth of the American West. <i>Eg; increase in migration west; problems created by development of mining towns; growth of economy in the west; led to conflict with later discoveries</i> Reserve top of level for range of effects explored or the links between effects shown.

Question Number		
6 *(b)		<p>'The work of Joseph McCoy was the most important factor in the development of the cattle industry'. Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> • Joseph McCoy made Abilene a base for trading cattle. • 1872: John Iliff supplied beef to Indian reservations. • 1880s: Portable wind pumps were used on the Great Plains. <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>Target: recall; analysis of factors of causation within an historical context (AO1 and A02: 16 marks)</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 detail on Joseph McCoy or comment on development of the cattle industry.</p> <p><i>Eg; he set up cow towns; railroads helped cattle industry grow</i></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>N.B. Do not credit repetition of bullet points without development.</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 the work of Joseph McCoy and/or the development of the cattle industry</p> <p><i>Eg; the use of railroads; cold storage developed; new breeds of cattle; more land available as Plains Indians moved into reservations; destruction of buffalo; roles of Iliff and Goodnight.</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>
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 explains the role of Joseph McCoy in the development of the cattle industry OR the role of other factors/individuals in the development of the cattle industry.</p> <p><i>Eg; McCoy's use of railroads and setting up of cow town at Abilene and the role of other factors in development of cattle industry such as new technology, the work of Iliff and Goodnight, and new breeds of cattle.</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 indicating various reasons for the growth of the cattle industry</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 an analysis supported by precisely selected and accurate material.</p> <p>Student attempts to assess the role of Joseph McCoy in the development of the cattle industry.</p> <p><i>Eg; the significance of McCoy and Abilene in the development of the cattle industry weighed up against other factors such as other individuals and new technology</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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