

Results Mark Scheme Summer 2007

GCSE

GCSE History (1336/3336) Paper B1

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B1: The American West c.1840 - c.1895

1. (a) Study Sources A, B, and C.

What can you learn from these sources about the problems faced when building the railroad across the United States in the 1860s?

(5)

Target: Comprehension and inference from sources (AO2)

Level 1 Simple statement(s), extracts information from source(s)

e.g. employed a lot of men; they were attacked

(1 - 2)

Level 2 Developed statement(s) about problems, taking relevant information from at least two sources or making a supported inference from one source

e.g. they employed many labourers from different countries; there were two companies in competition

(3 - 4)

Level 3 Developed analysis, making inferences based on the use of all 3 sources or at least two sources in combination

e.g. it was dangerous (men were killed by blast or attack); need to be organised.

(5)

(b) *Use your own knowledge to explain why the government was involved in building the railroads.*

(8)

Target: Recall; analysis of causation and motivation (AO1)

Level 1 Simple statement(s) supported by some knowledge; offers reason(s)

(1-2)

Level 2 Developed statement(s) supported by relevant knowledge

e.g. government involvement or idea of Manifest Destiny

(3 -5)

Level 3 Analysis supported by appropriately selected information

e.g. shows how political and economic considerations lay behind the support given

(6 - 8)

(c) *Use your own knowledge.*

(i) Explain the part played by the railroads in helping the settlement of the Plains in the years 1867 - 85.

(12)

Target; Recall; Analysis of cause and consequence (AO1)

Level 1 Simple statement(s) supported by some knowledge
e.g. easier/ safer to travel

(1 - 4)

Level 2 Developed statement(s) supported by relevant knowledge
e.g. describes advertising campaigns, growth of settlements OR goods carried by railway

(5 - 8)

Level 3 Analysis supported by appropriately selected knowledge about settlement
e.g. shows how railway helped to overcome specific problems of settlers in this period; or compares importance against other factors.

(9 - 12)

OR *Use your own knowledge.*

(ii) Explain the part played by the railroads in destroying the way of life of the Plains Indians.

(12)

Target: Recall; analysis of cause and consequence (AO1)

Level 1 Simple statement(s) supported by some knowledge about life of Plains Indians or changes.

(1 -4)

Level 2 Developed statement(s) supported by relevant knowledge
e.g. describes destruction of buffalo or changes in way of life

(5 - 8)

Level 3 Analysis supported by appropriately selected knowledge
e.g. demonstrates how railroad destroyed the Indians in specific ways (buffalo, carrying soldiers, supporting white settlers) or compares importance against other factors.

(9 -12)

2. *Was the discovery of gold the main reason why the Sioux Wars broke out in the 1860s and 1870s? Explain your answer.*

You could include the following in your answer and any other information of your own.

- *In 1862 the Santee Sioux killed over 700 white settlers*
 - *The Bozeman Trail was established in 1863*
 - *In 1875 the government offered the Sioux \$6 million for the Black Hills*
- (15)

Target: Recall; analysis of cause and motivation (AO1)

Level 1 Simple statement(s) supported by some knowledge. No credit for copying stimulus material without elaboration. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited number of specialist terms appropriately.

(1 -4)

Level 2 Developed statement(s) supported by relevant knowledge about the period
e.g. describes events related to discovery of gold or referred to in stimulus. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

(5 - 8)

Level 3 Analysis supported by appropriately selected knowledge
e.g. shows how specific events led to war. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.

(9 - 12)

Level 4 Sustained argument supported by precisely selected knowledge. Considers a range of events and factors in order to assess the significance of gold
e.g. conflict of culture, attitudes to land, white expansion, Manifest Destiny, broken treaties and discovery of gold. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

(13 -15)

3. Explain why the Mormons were able to make a success of settling in the West in the years 1846 -90?

You could include the following in your answer and any other information of your own.

- The Mormons had to leave Nauvoo in the spring of 1846
- The Perpetual Emigration Fund was set up in 1851
- In 1890 Utah agreed to ban polygamy

(15)

Target: Recall; analysis of cause and consequence (AO1)

Level 1 Simple statement(s) supported by some knowledge. No credit for copying the stimulus material without elaboration. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

(1 -4)

Level 2 Developed statement(s) supported by relevant knowledge *e.g. describes the events before 1846 or the journey west or the settlement.* Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility

(5 - 8)

Level 3 Analysis supported by appropriately selected knowledge *e.g. demonstrates a factor which helped Mormons to settle successfully.* Spells, punctuates and used the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.

(9 -12)

Level 4 Sustained arguments supported by precisely selected knowledge. Explores the significance of a range of factors before reaching a conclusion. *e.g. the role of religion, leadership, organisation, self reliance, previous experiences.* Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

(13 -15)

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8. *Why did so many people make the dangerous journey from the east to the west coast of the United States before the 1850s?*

You could include the following in your answer and any other information of your own.

- *The American Fur Company built Fort Laramie on the Oregon Trail in 1832*
- *Wagon Trains assembled at Independence or St .Joseph on the Missouri River*
- *20,000 unemployed people held a demonstration in Philadelphia in 1839*

(15)

Target: Recall: analysis of causation and motivation (AO1)

Level 1 Simple statements supported by some knowledge. No credit for copying stimulus material without elaboration.
Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1 -4)

Level 2 Developed statements supported by relevant knowledge about western migration before 1850
e.g. describes the wagon trails or describes problems in the east.
Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. (5 - 8)

Level 3 Analysis supported by appropriately selected knowledge
e.g. shows attractions of west; pressures to leave the east.
Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (9 -12)

Level 4 Sustained argument supported by precisely selected knowledge.
Explores a wide range of pressures and factors and assesses their importance.
e.g. push and pull factors; problems in Europe; factors change over time (fur/land/gold).
Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with one sense of style; uses a broad range of specialist terms with facility. (13 - 15)