

Mark Scheme (Results)

Summer 2010

GCSE

GCSE History (1336 B1)

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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.

Question 1

| | | |
|-----------------|------|--|
| Question Number | | What can you learn from these sources about the problems faced by the women homesteaders who settled on the Plains in the nineteenth century? Target |
| 1 (a) | | Comprehension and inference from sources (AO2) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-2 | Simple statement(s), extracts information from sources <i>e.g. they had houses made of earth; there were mice; lots of housework.</i> |
| 2 | 3-4 | Developed statement(s) taking relevant information from at least two sources or making an inference supported from one source <i>e.g. the houses were small (A and B); the work was hard (B/C).</i> |
| 3 | 5 | Analysis, making inferences based on use of at least two sources in combination. <i>e.g. it was lonely (picture (A), wilds(B), no doctor (C); women had to work long hours; problems of health.</i> |

| | | |
|-----------------|------|--|
| Question Number | | Use your own knowledge to explain the role of women within the Plains Indian tribes. Target |
| 1 (b) | | Recall; analysis of key features (AO1) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-2 | Simple statement(s) supported by some knowledge of Plains Indians <i>e.g. they did everything; looked after men.</i> |
| 2 | 3-5 | Developed statement(s) supported by relevant knowledge <i>e.g. describes the work they did; gives details of marriage and polygamy. May assert importance.</i> |
| 3 | 6-8 | Analysis supported by appropriately selected knowledge to demonstrate their contribution to their society <i>e.g. value to husband (bought/work); value to tribe (work performed); had right to possessions; part in decisions.</i> |

| | | |
|-----------------|------|--|
| Question Number | | Explain the importance of the buffalo to the way of life of the Plains Indians. Target |
| 1 (c) (i) | | Recall; cause and consequence (AO1) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-4 | Simple statement(s) supported by some knowledge <i>e.g. they followed the buffalo; they used every part of buffalo.</i> |
| 2 | 5-8 | Developed statement(s) supported by relevant knowledge <i>e.g. describes nomadic lifestyle of Indians; details uses of buffalo; describes hunting rituals.</i> States importance. |
| 3 | 9-12 | Analysis supported by appropriately selected information to demonstrate the ways the lives of the Plains Indians are governed by their dependence on buffalo. <i>e.g. explores the consequences of being nomadic hunters: living in small bands with few possessions/exposure of old/no tradition of agriculture; only source of materials limits development; do not need to own land.</i> |

| | | |
|-----------------|------|---|
| Question Number | | Explain how conditions on the Plains influenced the way of life of the Plains Indians. Target |
| 1 (c) (ii) | | Recall; causation and motivation (AO1) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-4 | Simple statement(s) supported by some knowledge <i>e.g. they worshipped nature; used herbs for medicine.</i> |
| 2 | 5-8 | Developed statement(s) supported by relevant knowledge <i>e.g. describes the life of the Plains Indians .Importance of Plains implicit.</i> |
| 3 | 9-12 | Analysis supported by appropriately selected knowledge linked explicitly to the Plains. <i>e.g. explains why they had to be hunters, not farmers; demonstrates that all materials used came from Plains; use of horses and buffalo; beliefs on land ownership and circles.</i> |

Question 2

| Question Number | | <p>Why did large numbers of people move to the West of the United States in the 1840s and 1850s? Explain your answer.</p> <p>You could include the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • In 1837 there was a financial crisis in the eastern United States. • In 1843 the US government said that every family arriving in Oregon could claim 640 acres of free land. • In 1846 the Mormons travelled to the Great Salt Lake. <p>Target</p> |
|-----------------|-------|---|
| 2 | | <p>Recall; causation and motivation (AO1)</p> <p>N.B. Do not credit simple copying of stimulus material without elaboration.</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-4 | <p>Simple statement(s) supported by some knowledge from the correct period <i>e.g. for a better life; gold found; stories of good land</i></p> <p>Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.</p> |
| 2 | 5-8 | <p>Developed statement(s) supported by knowledge relevant to period stated <i>e.g. describes poor conditions in eastern America/Europe; details discovery of gold; may describe journey.</i></p> <p>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.</p> |
| 3 | 9-12 | <p>Analysis supported by appropriately selected knowledge from the period <i>e.g. demonstrates push and pull factors; examines why Mormons moved.</i></p> <p>Spells, punctuates and uses the rules of grammar with considerable accuracy; shows a variety of expression; uses a broad range of specialist terms with facility.</p> |
| 4 | 13-15 | <p>Sustained judgement on importance of identified factors and events in this period which encouraged migration on a large scale, supported by precisely selected knowledge. <i>e.g. examines range of reasons - may include migration from Europe.</i></p> <p>Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical construction with some sense on style; uses a broad range of specialist terms adeptly and with precision.</p> |

Question 3

| Question Number | | <p>Did the building of railroads solve the problems faced by the homesteaders trying to settle on the Plains? Explain your answer.</p> <p>You could include the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • There was a lack of wood on the Plains for building and for fencing land. • The railroads transported machinery from the east to the Plains. • There were plagues of grasshoppers in 1871, 1874 and 1875. <p>Target</p> |
|-----------------|-------|--|
| 3 | | <p>Recall; cause and consequence (AO1)</p> <p>N.B. Do not credit simple copying of stimulus material without elaboration.</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-4 | <p>Simple statement(s) supported by some knowledge of homesteaders on the Plains, <u>either</u> identifies problem(s) <i>e.g. weather was bad; soil hard; it was lonely</i>, <u>or</u> benefit of railroads <i>e.g. brought machinery; took produce; easier to travel</i>.</p> <p>Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.</p> |
| 2 | 5-8 | <p>Developed statement(s) supported by relevant knowledge. <i>e.g. describes problems faced; states what railroads did to solve these</i>.</p> <p>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.</p> |
| 3 | 9-12 | <p>Analysis supported by appropriately selected knowledge. <i>e.g. examines problems and identifies solutions; demonstrates importance of railroads and/or other factors in solving problems to settlers</i>.</p> <p>Spells, punctuates and uses the rules of grammar with considerable accuracy; shows a variety of expression; uses a broad range of specialist terms with facility.</p> |
| 4 | 13-15 | <p>Sustained judgement on the effects of railroads to those settling the Plains supported by precisely selected knowledge. <i>e.g. explores the positive and negative consequences and those problems on which railways had no impact, OR weighs impact of railroads against other factors in solving problems of settlers</i>.</p> <p>Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical construction with some sense on style; uses a broad range of specialist terms adeptly and with precision.</p> |

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