Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE
In History B (5HB02)
Paper 2B
Unit 2: Schools History Project Depth Study
Option 2B: The American West, c1845–c1890

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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, ie 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.

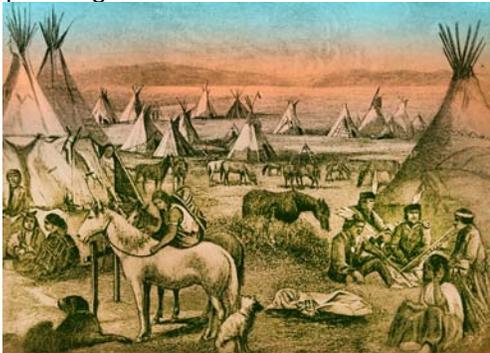### Placing a mark within a level mark band

- 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.

### Quality of Written Communication (QWC)

- 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 (SPaG) 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, ie 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.

- Examiners are advised to consider the marking criteria in the following way:
  o How well does the response communicate the meaning?
  o What range of specialist terms is used?
  o How accurate is the spelling, punctuation and grammar?

| Question Number | | |
|---|---|---|
| **1** | | What can you learn from Source A about the lives of Plains Indians? <br><br> **Source A:** A painting of Plains Indians, c1880. <br><br>  <br><br> **Target**: comprehension and source inference (AO3). |
| Level | Mark | Descriptor |
| | **0** | No rewardable material. |
| **1** | **1–2** | **Simple statement.** <br> Candidate offers a piece of information or states an unsupported inference. <br><br> *e.g. They lived in tipis, they used horses.* <br><br> Award 1 mark for each relevant statement to a maximum of 2. |
| **2** | **3–4** | **Developed statement.** <br> A valid inference is drawn and supported from the source. <br><br> *e.g. The tipis show their nomadic lifestyle, the amount of tipis showed they lived in large groups.* |

| Question Number | | |
|---|---|---|
| **2** | | The boxes below show two individuals.<br><br>Choose **one** and explain his role in the conflict between settlers and Plains Indians.<br><br>| Red Cloud | | Custer |<br><br>**Target**: knowledge recall and selection, significance or importance (AO1/AO2). |
| Level | Mark | Descriptor |
| | **0** | No rewardable material. |
| **1** | **1–3** | **Generalised statements with little specific content.**<br>Candidate offers generalised comments that could apply to either individual, or offers limited detail about individual(s).<br><br>*e.g. Red Cloud – led Indian attacks on white travellers.*<br>*Custer – led US army at Battle of Little Big Horn.* |
| **2** | **4–6** | **Descriptive answer which will state but not examine their role.**<br>Candidate gives a narrative of/describes the individual and the conflict.<br><br>*e.g. Red Cloud – describes attacks on Bozeman Trail, events at Fetterman's Trap, the 1868 Fort Laramie Treaty.*<br>*Custer – describes/narrates events at Battle of Little Big Horn.* |
| **3** | **7–9** | **The focus is on the individual's role in the conflict between settlers and Plains Indians.**<br>Candidate will explain the role of the individual in the conflict.<br><br>*e.g. Explains Red Cloud's refusal to accept breaches of the 1851 Fort Laramie Treaty, determination to maintain sacred land, led to the second Fort Laramie Treaty.*<br>*e.g. 'Explains how actions and defeat of custer led to changes in US government policy and or public opinion.* |

| Question Number | | |
|---|---|---|
| **3** | | In what ways did the coming of the railroads change the lives of homesteaders?<br><br>You may use the following in your answer.<br>• Machinery<br>• Isolation<br>You **must** also include information of your own.<br><br>**Target:** knowledge recall and selection, analyse effects or consequence in a historical context (AO1/AO2). |
| Level | Mark | Descriptor |
| | **0** | No rewardable material. |
| **1** | **1–4** | **Simple or generalised comment is offered, supported by some knowledge.**<br>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.<br><br>*e.g. They could travel more, they could buy and sell more easily* |
| **2** | **5–8** | **Statements are developed with support from material which is mostly relevant and accurate.**<br>Candidate gives a narrative or descriptive answer detailing the coming of the railroads and the lives of homesteaders.<br><br>*e.g. Describes the buying and selling of goods, less isolation, more schoolteachers on the Plains, more law and order.*<br><br>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example law and order. |
| **3** | **9–12** | **The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail.**<br>Candidate identifies and explains ways in which the lives of homesteaders changed with the coming of railroads.<br><br>*e.g. Explains how the easier transportation of specific goods changed lives of homesteaders, the impact of increasing demand for agricultural produce, the benefits of the railroads reducing isolation, easier for teachers to work on the Plains and for law enforcers to deal with lawlessness.*<br><br>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, for example the benefits of easier travel for those such as school teachers and law enforcers, may explain how some settlements further from railroads declined. |

| Question Number | | |
|---|---|---|
| **4** | | Why did the cattle industry grow so quickly in the years after 1865?<br><br>You may use the following in your answer.<br>• Cow towns<br>• John Iliff<br>You **must** also include information of your own.<br><br>**Target**: knowledge recall and selection, analyse causation in a historical context (AO1/AO2). |
| Level | Mark | Descriptor |
| | **0** | No rewardable material. |
| **1** | **1–4** | **Simple or generalised comment is offered, supported by some knowledge.**<br>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.<br><br>*e.g. Found a new way for cattle trails.* |
| **2** | **5–8** | **Statements are developed with support from material which is mostly relevant and accurate.**<br>Candidate gives a narrative or descriptive answer describing the cattle industry.<br><br>*e.g. Describes the Goodnight-Loving Trail, Iliff's experiments in breeding cattle and contracts to supply beef, refrigerated railroad wagons.*<br><br>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the work of Goodnight. |
| **3** | **9–12** | **The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail.**<br>Candidate identifies and explains the reasons for the boom in the cattle industry after 1865.<br><br>*e.g. Explains the impact of the Goodnight-Loving Trail, the effects of Iliff's experiment with breeding, contracts to supply beef.*<br><br>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, for example the impact of Goodnight, consequences of the development of refrigerated railroad wagons. |

| Question Number | | |
|---|---|---|
| **5 (a)** | | Describe the problems faced by the Donner Party migrating West in the years 1846-47.<br><br>**Target**: knowledge recall and selection, key features and characteristics of periods studied (AO1/AO2). |
| Level | Mark | Descriptor |
| | **0** | No rewardable material. |
| **1** | **1–3** | **Simple or generalised comment is offered, supported by some knowledge.**<br>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.<br><br>*e.g. They had no food, it was very cold.* |
| **2** | **4–6** | **Statements are developed with support from material which is mostly relevant and accurate.**<br>Candidate describes and/or narrates the Donner Party's move West. May state a connection but does not focus on problems faced when migrating West.<br><br>*e.g. Describes their journey through the desert, the winter weather of 1846-47, resorting to cannibalism.*<br><br>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.**<br>Candidate identifies the problems faced by the Donner Party migrating West and supports these.<br><br>*e.g. The problems caused by lack of skills within the group, the delayed start to the journey, the divisions caused by uncertainty over which route to take, the effects of lack of supplies, the impact of bad weather.*<br><br>Reserve top of level for depth of answer in context unique to the Donner Party. |

| Question Number | | |
|---|---|---|
| **5 (b)** | | 'Cattlemen and homesteaders were equally to blame for the Johnson County War'. Do you agree? Explain your answer.<br><br>You may use the following in your answer.<br>• The Wyoming Stock Growers' Association<br>• Cattle rustling<br>You **must** also include information of your own.<br><br>**Target**: knowledge recall and selection, analyse effects or causation in a historical context (AO1/AO2).<br>**Assessing QWC i-ii-iii:** for the highest mark in a level **all** criteria for the level, including those for QWC, must be met.<br>**Spelling, punctuation and grammar (SPaG)**: up to 4 additional marks will be awarded for SPaG. |
| Level | Mark | Descriptor |
| | **0** | No rewardable material. |
| **1**<br><br><br><br><br><br>**QWC<br>i-ii-iii** | **1–4** | **Simple or generalised comment is offered, supported by some knowledge.**<br>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.<br><br>*e.g. They fenced off land, they stole cattle.*<br><br>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy. |
| **2**<br><br><br><br><br><br><br><br><br><br><br><br>**QWC<br>i-ii-iii** | **5–8** | **Statements are developed with support from material which is mostly relevant and accurate.**<br>Candidate describes/narrates the part played by cattlemen and/or homesteaders in the Johnson County War.<br><br>*e.g. Describes the Wyoming Stock Growers' Association and rustling, narrates the Watson and Averill case.*<br><br>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the case of Ella Watson and Jim Averill, the Northern Wyoming Farmers' and Stock Growers' Association.<br><br>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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy. |
| **3** | **9–12** | **The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.**<br>Candidate explains how the cattlemen and/or homesteaders can be blamed for the Johnson County War.<br><br>*e.g. Explains parts played by the cattlemen setting up of the* |

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| **QWC**<br>**i-ii-iii** | | *Wyoming Stock Growers' Association and rustling in leading to the Johnson County War, the effects of the Watson and Averill case, the homesteaders claiming land and fencing it off.*<br><br>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as the winter of 1887 - 88, the impact of the Ella Watson and Jim Averell case, the effects of the setting up of the rival Northern Wyoming Farmers' and Stock Growers' Association.<br><br>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found. |
| **4**<br><br><br><br><br><br><br><br><br><br>**QWC**<br>**i-ii-iii** | **13–16** | **The answer has sustained focus on the question. It offers an analysis supported by precisely-selected and accurate material.**<br>Candidate shows full understanding on the causes of the Johnson County War and attempts to assess relative blame for cattlemen and homesteaders in order to make a judgement.<br><br>*e.g. Considers the extent to which both cattlemen and homesteaders can be blamed for the Johnson County War.*<br><br>**NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as the Watson and Averill case.**<br><br>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found. |
| | | **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** | Candidates 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** | Candidates 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** | Candidates 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. |

| Question Number | | |
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| **6 (a)** | | Describe the role of vigilantes in dealing with law and order. |
| | | **Target**: knowledge recall and selection, key features and characteristics of periods studied (AO1/AO2). |
| Level | Mark | Descriptor |
| | **0** | No rewardable material. |
| 1 | 1–3 | **Simple or generalised comment is offered, supported by some knowledge.** <br> Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question. <br><br> *e.g. They decided who was guilty, they were feared.* |
| 2 | 4–6 | **Statements are developed with support from material which is mostly relevant and accurate.** <br> Candidate describes vigilantes and law and order. May state a connection but does not develop to identify their role. <br><br> *e.g. Describes vigilante committees, trials and punishments given.* <br><br> 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.** <br> Candidate identifies the role of vigilantes in the attempts to deal with law and order in the American West. <br><br> *e.g. Identifies the role of vigilantes in the absence of effective methods of law enforcement, the weaknesses and benefits of the vigilantes in dealing with law and order.* <br><br> Reserve top of level for depth of answer in context of law and order in the American West. |

| Question Number | | |
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| **6 (b)** | | 'The search for wealth was the main reason why many Americans migrated West in the 1840s.' Do you agree? Explain your answer.<br><br>You may use the following in your answer.<br>• The Californian Gold Rush<br>• The Mormons<br>You **must** also include information of your own.<br><br>**Target**: knowledge recall and selection, analyse effects or causation in a historical context (AO1/AO2).<br>**Assessing QWC i-ii-iii:** for the highest mark in a level **all** criteria for the level, including those for QWC, must be met.<br>**Spelling, punctuation and grammar (SPaG)**: up to 4 additional marks will be awarded for SPaG. |
| Level | Mark | Descriptor |
| | **0** | No rewardable material. |
| **1**<br><br><br><br><br><br><br><br><br><br><br>**QWC<br>i-ii-iii** | **1–4** | **Simple or generalised comment is offered, supported by some knowledge.**<br>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.<br><br>*e.g. People thought they could get rich quick, gold had just been found.*<br><br>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy. |
| **2**<br><br><br><br><br><br><br><br><br><br><br><br><br><br>**QWC<br>i-ii-iii** | **5–8** | **Statements are developed with support from material which is mostly relevant and accurate.**<br>Candidate describes search for wealth and/or other reasons for migrating West in the 1840s.<br><br>*e.g. Describes the 1849 Californian Gold Rush, Brigham Young's leading of the Mormons West, describes economic problems in the East.*<br><br>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example depression in the East, Manifest Destiny.<br><br>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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy. |
| **3** | **9–12** | **The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.**<br>Candidate identifies the role of the search for wealth as a factor in encouraging migration West and/or other factors. |

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|---|---|---|
| QWC<br>i-ii-iii | | *e.g. Explains how the search for wealth was a factor that encouraged migration West as well as other factors such as wanting religious freedom, the economic depression in the East as a "push factor".*<br><br>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as the economic depression in the East, the concept of Manifest Destiny.<br><br>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found. |
| 4<br><br><br><br><br><br><br><br><br><br><br>QWC<br>i-ii-iii | 13–16 | **The answer has sustained focus on the question. It offers an analysis supported by precisely-selected and accurate material.**<br>Candidate shows a full understanding of the search for wealth and attempts to assess its role as a factor as against other factors for migrating West in order to make a judgement.<br><br>*e.g. Considers the role of the search for wealth against other factors, the effects of economic depression in the East.*<br><br>**NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as the economic depression in the East, the impact of Manifest Destiny.**<br><br>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found. |

| | | **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** | Candidates 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** | Candidates 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** | Candidates 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. |