

# Mark Scheme (Results)

January 2013

GCSE History B (5HB02/2B)

Unit 2: Schools History Project Depth  
Study

Option 2B: The American West,  
c1840-c1895

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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.*

## Spelling, Punctuation and Grammar 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, i.e. 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.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

## 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 building of railroads across America?</p> <p><b>Source A:</b> A photograph taken in the 1860s during the building of a railroad.</p>  <p>Target: comprehension and inference from source (AO3a: 4 marks)</p> |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-2  | <p><b>Simple statement.</b></p> <p>Student offers a piece of information from the source or states an unsupported inference.</p> <p>Award 1 mark for each relevant item.</p> <p><i>E.g a lot of men</i></p>   |
| 2               | 3-4  | <p><b>Developed statement.</b></p> <p>An inference is drawn and supported from the source.</p> <p><i>E.g isolation, hard physical work</i></p>  |

| Question Number     |            |   |                     |            |
|---------------------|------------|---|---------------------|------------|
| <b>2</b>            |            | <p>The boxes below show two ways in which homesteaders were helped.</p> <p>Choose <b>one</b> and explain its importance in helping homesteaders to live on the Plains.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">New farming methods</td> <td style="width: 50%;">Technology</td> </tr> </table> <p>Target: recall; significance or importance (AO1 and AO2: 9 marks)</p>  | New farming methods | Technology |
| New farming methods | Technology |   |                     |            |
| Level               | Mark       | Descriptor  |                     |            |
|                     | <b>0</b>   | No rewardable material  |                     |            |
| <b>1</b>            | <b>1-3</b> | <p><b>Generalised statements with little specific content.</b></p> <p>Comments are unsupported statements about the lives of homesteaders or could apply to either option.</p> <p><i>E.g Solutions to farming problems: new machines, new crops</i></p>   |                     |            |
| <b>2</b>            | <b>4-6</b> | <p><b>Descriptive answer which will state but not examine how it helped homesteaders to settle on the Plains.</b></p> <p>Student gives a description of the lives of homesteaders and/or describes changes brought about by farming/technology</p> <p><i>E.g</i><br/> <i>New farming methods: describes dry farming, Turkey Red Wheat</i><br/> <i>Technology: describes new machinery, windpumps, barbed wire, railroads</i></p>  |                     |            |
| <b>3</b>            | <b>7-9</b> | <p><b>The focus is on the importance of the aspect chosen in the homesteaders settling on the Plains</b></p> <p>Student will show an understanding of the aspect chosen and links to how it helped homesteaders to settle on the Plains.</p> <p><i>E.g</i><br/> <i>New farming methods: explains how new farming methods such as dry farming and use of Turkey Red Wheat helped homesteaders to live on the Plains</i><br/> <i>Technology: shows how new machinery directly helped homesteaders to live on the Plains</i></p> |                     |            |

| Question Number |             |  |
|-----------------|-------------|--|
| <b>3</b>        |             | <p>In what ways did the culture of the Plains Indians help them to live successfully on the Plains?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• The Plains Indians believed in spirits.</li> <li>• Plains Indian tribes sometimes left elderly members behind when they moved on.</li> <li>• Plains Indian tribes included medicine men.</li> </ul> <p>Target: recall, significance or importance (AO1 and AO2: 12 marks)</p>  |
| Level           | Mark        | Descriptor   |
|                 | <b>0</b>    | No rewardable material   |
| <b>1</b>        | <b>1-4</b>  | <p><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student states example(s) of Plains Indians' culture.</p> <p><i>E.g they moved a lot, they used tipis</i></p> <p>Reserve top of level for answers which state more than one reason.</p> <p><b>N.B Do not credit repetition of the bullet points without development</b></p>   |
| <b>2</b>        | <b>5-8</b>  | <p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student describes the culture of the Plains Indians</p> <p><i>E.g beliefs in spirits, the family, customs and traditions, moved from place to place, councils and chiefs, ideas on bravery.</i></p> <p>Reserve top of level for quality of supporting detail used.</p>   |
| <b>3</b>        | <b>9-12</b> | <p><b>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail.</b></p> <p>Student explains how the culture of the Plains Indians helped them to live successfully on the Plains</p> <p><i>E.g the implications of beliefs about the land, social structure, role of Councils and Chiefs, value of children and older Indians, large bands to hunt and protect, as one family for support.</i></p> <p>Reserve top of level for range of examples explored.</p> |



| Question Number |      |  |
|-----------------|------|--|
| 4               |      | <p>Why was it so difficult for the US government to solve problems of law and order in the American West?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• Mining took place in very remote areas.</li> <li>• Vigilantes sometimes lynched their suspects.</li> <li>• By 1855 there were over 500 saloons in San Francisco.</li> </ul> <p>Target: Analyse causation (AO1 and AO2: 12 marks)</p>   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-4  | <p><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student states example(s) without development of problems of law and order.</p> <p><i>E.g the towns were far away, there were not enough officers</i></p> <p>Reserve top of level for answers which state more than one reason.</p> <p><b>N.B Do not credit repetition of the bullet points without development.</b></p>  |
| 2               | 5-8  | <p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student describes US government actions in dealing with law and order and/or describes problems of law and order.</p> <p><i>E.g vigilantes, private agencies, isolation of towns</i></p> <p>Reserve top of level for quality of supporting detail used.</p>  |
| 3               | 9-12 | <p><b>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail.</b></p> <p>Student explains why it was so difficult for the US government to solve problems of law and order supported by a range of examples.</p> <p><i>E.g the implications of those taking the law into their own hands, the lack of officers, distances involved, the problems with the rapid development of new settlements</i></p> <p>Reserve top of level for range of aspects explored or links between the aspects shown.</p> |

| Question Number |            |   |
|-----------------|------------|---|
| <b>5 (a)</b>    |            | Describe the reasons for the Mormons' successful settlement at Salt Lake City.<br><br>Target: recall; causation (AO1 and AO2: 9 marks)  |
| Level           | Mark       | Descriptor  |
|                 | <b>0</b>   | No rewardable material  |
| <b>1</b>        | <b>1-3</b> | <b>Simple statement(s) offered, showing some relevant knowledge.</b><br><br>Student states valid detail(s) without development.<br><br><i>E.g they were well led, they were organised</i><br><br>Reserve top of level for answers which offer several valid points.   |
| <b>2</b>        | <b>4-6</b> | <b>Statements are developed with support from material which is mostly relevant and accurate.</b><br><br>Student describes the Mormon settlement at Salt Lake<br><br><i>E.g describes the organisation of land, irrigation, the Perpetual Emigration Fund</i><br><br>Reserve top of level for depth and range of supporting details included.   |
| <b>3</b>        | <b>7-9</b> | <b>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail.</b><br><br>Student explains why the Mormons were able to settle successfully at the Great Salt Lake.<br><br><i>E.g explains how various factors such as the organisation of land, solutions for water, Brigham Young's leadership, the Perpetual Emigration contributed to the Mormons' successful settlement at the Great Salt Lake</i><br><br>Reserve top of level for depth of answer. |

| Question Number |            |   |
|-----------------|------------|---|
| <b>5 (b)</b>    |            | <p>'The Battle of the Little Big Horn in 1876 was a great victory for the Plains Indians.' Do you agree? Explain your answer.</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• It is estimated that only 58 Plains Indians were killed during the Battle of the Little Big Horn</li> <li>• By the end of 1876 most Plains Indians had returned to the reservations.</li> <li>• 1877: Crazy Horse was captured by the US army.</li> </ul> <p>Target: recall; analysis of effects or consequences within an historical context (AO1 and AO2: 16 marks)<br/> <b>QWC Strands i-ii-iii</b><br/> Assessing QWC:<br/> For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</p> |
| Level           | Mark       | Descriptor  |
|                 | <b>0</b>   | No rewardable material  |
| <b>1</b>        | <b>1-4</b> | <p><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student offers detail(s) on the Battle of Little Big Horn</p> <p><i>E.g Custer made mistakes, the Indians had more men</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><b>N.B. Do not credit repetition of bullet points without develop</b></p> <p>Reserve top of level for answers which offer several valid points.</p>   |
| <b>2</b>        | <b>5-8</b> | <p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student describes and/or narrates the Battle of Little Big Horn</p> <p><i>E.g narrates/describes the Battle of the Big Horn, US govt building more forts, following of bands, capture of Crazy Horse, Indians back in reservations</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>   |
|                 |            | <b>QWC i-ii-iii</b>   |

|  |   |   |
|--|---|---|
| <p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>QWC<br/>i-ii-iii</b></p> | <p style="text-align: center;"><b>9-12</b></p>  | <p><b>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</b></p> <p>Student explains how the Battle of Little Big Horn can be seen as a victory and/or not as a victory for the Plains Indians</p> <p><i>E.g explains how the Indians won the battle OR how it led to the US govt and army rapidly wanting to crush the Indians</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 answer for depth and range of answer.</p>   |
| <p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>QWC<br/>i-ii-iii</b></p> | <p style="text-align: center;"><b>13-16</b></p> | <p><b>The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.</b></p> <p>Student attempts to assess and reach a judgement on the extent of short term victory by the Plains Indians weighed against the rapid actions taken by the US army and US government immediately after the battle.</p> <p><i>E.g weighs up the impact of the immediate victory by the Indians against the construction of forts, sending of reinforcements, capturing of Crazy Horse, Sitting Bull's return from Canada, Indians on reservations.</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> |

|              |            | <b>Marks for SPaG</b>  |
|--------------|------------|--|
| Performance  | Mark       | Descriptor   |
|              | <b>0</b>   | 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    | <b>1</b>   | Students 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 | <b>2-3</b> | Students 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         | <b>4</b>   | Students 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 |            |  |
|-----------------|------------|--|
| <b>6 (a)</b>    |            | Describe the role of John Iliff in the development of the cattle industry.<br><br>Target: recall; effects or change (AO1 and AO2: 9 marks)   |
| Level           | Mark       | Descriptor   |
|                 | <b>0</b>   | No rewardable material   |
| <b>1</b>        | <b>1-3</b> | <b>Simple statement(s) offered, showing some relevant knowledge.</b><br><br>Student states valid detail (s) without development.<br><br><i>E.g he built up a ranch, he sold lots of cattle</i><br><br>Reserve top of level for answers which offer several valid points.   |
| <b>2</b>        | <b>4-6</b> | <b>Statements are developed with support from material which is mostly relevant and accurate.</b><br><br>Student describes/narrates John Iliff<br><br><i>E.g start of grazing, larger herds, won contracts</i><br><br>Reserve top of level for depth and range of supporting details included.   |
| <b>3</b>        | <b>7-9</b> | <b>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail.</b><br><br>Student explains the role of John Iliff in the development of the cattle industry.<br><br><i>E.g began ranching, experiments, use of refrigerated cars, copied by others</i><br><br>Reserve top of level for depth of answer. |

| Question Number     |            |  |
|---------------------|------------|--|
| <b>6 (b)</b>        |            | <p>'The cattlemen were to blame for the Johnson County War (1892).' Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> <li>• Most of the land in Wyoming did not belong to anyone.</li> <li>• 1889: The cattlemen had set up the Wyoming Stock Growers Association.</li> <li>• July 1889: Jim Averill and Ella Watson were lynched for cattle rustling.</li> </ul> <p>Target: recall; analysis of factors of causation within an historical context (AO1 and AO2: 16 marks)<br/> <b>QWC Strands i-ii-iii</b><br/> Assessing QWC:<br/> For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</p>   |
| Level               | Mark       | Descriptor   |
|                     | <b>0</b>   | No rewardable material   |
| <b>1</b>            | <b>1-4</b> | <p><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student offers detail(s) on the Johnson County War.</p> <p><i>E.g they both wanted the same land, they blamed each other</i></p> <p>Writing uses everyday language and shows 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><b><i>N.B. Do not credit repetition of bullet points without development.</i></b></p> <p>Reserve top of level for answers which offer several valid points.</p>  |
| <b>QWC i-ii-iii</b> |            |  |
| <b>2</b>            | <b>5-8</b> | <p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student describes or narrates the Johnson County War.</p> <p><i>E.g describes/narrates events such as the WSGA, cattle rustling, the story of Watson and Averill, the North Wyoming Farmers and Stock Growers Association, events of early 1892.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills in selection 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> |
| <b>QWC i-ii-iii</b> |            |  |

|  |   |  |
|--|---|--|
| <p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>QWC<br/>i-ii-iii</b></p> | <p style="text-align: center;"><b>9-12</b></p>  | <p><b>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</b></p> <p>Student explains how the roles of the cattlemen and/or the homesteaders led to the Johnson County War.</p> <p><i>E.g shows how the actions of the cattlemen and/or homesteaders led to the Johnson County War</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 depth and range of answer</p>  |
| <p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>QWC<br/>i-ii-iii</b></p> | <p style="text-align: center;"><b>13-16</b></p> | <p><b>The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.</b></p> <p>Student attempts to assess and reach a judgement on the extent of responsibility of the cattlemen for the Johnson County War.</p> <p><i>E.g weighs up the actions of the cattlemen to assess the extent of responsibility for the Johnson County War.</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> |



| <b>Marks for SPaG</b> |            |  |
|-----------------------|------------|--|
| Performance           | Mark       | Descriptor   |
|                       | <b>0</b>   | 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             | <b>1</b>   | Students 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          | <b>2-3</b> | Students 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                  | <b>4</b>   | Students 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.        |

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