

Mark Scheme

Summer 2017

GCSE History B (5HB02/2B)
Unit 2: Schools History Project
Depth Study

Option 2B: The American West,
c1845–c1890

Edexcel and BTEC qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027 or visit our qualifications website at www.edexcel.com. For information about our BTEC qualifications, please call 0844 576 0026 or visit our website at www.btec.co.uk/

If you have any subject-specific questions about this qualification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to the subject team at Pearson about Edexcel qualifications. Their contact details can be found via this link:

www.edexcel.com/teachingservices

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2017

Publications Code 5HB02_2B_msc_20170817

All the material in this publication is copyright

© Pearson Education Ltd 2016

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:
 - ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - 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:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

| | | |
|-----------------|------|---|
| Question Number | | |
| 1 | | <p>What can you learn from Source A about the Californian Gold Rush?</p> <p>Source A: An illustration of the Californian Gold Rush in 1849.</p>  <p>Target: comprehension and source inference (AO3).</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1–2 | <p>Simple statement. Candidate offers a piece of information from the source or states an unsupported inference.</p> <p><i>e.g. they are all men, it is far from towns and cities</i></p> <p>Award 1 mark for each relevant statement to a maximum of 2.</p> |
| 2 | 3–4 | <p>Developed statement. A valid inference is drawn and supported from the source.</p> <p><i>e.g. the area looks isolated, there are a large number of men so many believed they would get rich.</i></p> |

| Question Number | | | | | |
|-----------------------------|------|---|-----------------------------|--|-------------------------|
| 2 | | <p>The boxes below show two changes on the Plains by 1890.</p> <p>Choose one and explain how it changed the lives of the Plains Indians.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">The coming of the railroads</td> <td style="width: 20px; height: 20px;"></td> <td style="padding: 5px;">The use of reservations</td> </tr> </table> <p>Target: knowledge recall and selection, analyse effects or change in a historical context (AO1/AO2).</p> | The coming of the railroads | | The use of reservations |
| The coming of the railroads | | The use of reservations | | | |
| Level | Mark | Descriptor | | | |
| | 0 | No rewardable material. | | | |
| 1 | 1–3 | <p>Generalised statements with little specific content. Candidate offers generalised comments that could apply to either change, or offers limited detail about one.</p> <p><i>e.g. the Plains Indians could no longer hunt, they had to farm the land.</i></p> | | | |
| 2 | 4–6 | <p>Descriptive answer which will state but not examine the changes made to the lives of the Plains Indians.</p> <p>Candidate describes/narrates the coming of the railroads OR the use of reservations.</p> <p><i>e.g. coming of the railroads - describes the railroads crossing Indian land, more homesteaders, tourists shooting buffalo. the use of reservations - describes the education of Plains Indian children on the reservations, the banning of their beliefs, the loss of the chiefs' powers.</i></p> | | | |
| 3 | 7–9 | <p>The focus is on the changes to the lives of the Plains Indians due to the coming of the railroads or the use of reservations.</p> <p>Candidate will explain the changes to the lives of the Plains Indians as a consequence of either the coming of the railroads or the use of reservations</p> <p><i>e.g. coming of the railroads - explains how factors such as the crossing of Indian land, the bringing of more homesteaders, movement of US troops and shooting parties affected the Plains' Indians way of life. the use of reservations - explains the changes to the lives of Plains Indians with the tribal chief loss of power, the taking away of children, the loss of religion, use of government agents.</i></p> | | | |

| Question Number | | |
|-----------------|------|---|
| 3 | | <p>Why was it so difficult for the homesteaders to live and work on the Plains in the 1860s?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Water supplies • Farming equipment <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analyse effects or consequences in a historical context (AO1/AO2).</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1–4 | <p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. it was difficult to travel there, the weather could be very hot, Indians sometimes attacked them.</i></p> |
| 2 | 5–8 | <p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate describes the problems facing the homesteaders. (gives a narrative or descriptive account of the lives and work of homesteaders).</p> <p><i>e.g. describes the problems of weather, isolation, farming and sod houses</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example isolation, sod houses.</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>Candidate shows how the problems facing homesteaders affected their life and work.</p> <p><i>e.g. explains the implications for homesteaders caused by problems such as lack of water, living in sod houses, difficulties arising from isolation.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, for example isolation, sod houses.</p> |

| Question Number | | |
|-----------------|------|--|
| 4 | | <p>In what ways did cattle ranching change in the years 1865–c1890?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The open range • Barbed wire <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analyse effects or change in a historical context (AO1/AO2).</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1–4 | <p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. they had less freedom, ranch bosses made rules.</i></p> |
| 2 | 5–8 | <p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate gives a narrative or descriptive of the life and work of cowboys and/or changes in ranching</p> <p><i>e.g. describes the 'open range', fencing in of land, ranching.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example 'riding the line', role of ranch bosses, changes in lifestyle.</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>Candidate identifies and explains reasons for changes to the life and work of cowboys in the years c1865-c1880.</p> <p><i>e.g. explains the effects of changes such as cattle trails, cow towns, the 'open range', fencing in of land, ranching on the life and work of cowboys.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, for example 'riding the line', role of ranch bosses, changes in lifestyle.</p> |

| Question Number | | |
|-----------------|------------|--|
| 5 (a) | | Describe the role of Brigham Young in the development of Salt Lake City. Target: knowledge recall and selection, analyse 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. Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question. <i>e.g. he had strong views, he was a good leader.</i> |
| 2 | 4–6 | Statements are developed with support from material which is mostly relevant and accurate. Candidate describes Brigham Young and/or Salt Lake City. <i>e.g. water systems built, people were encouraged to move there, they spread their ideas, people followed Brigham Young.</i> 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. Candidate identifies and exemplifies the role played by Brigham Young in the development of Salt Lake City. <i>e.g. his control and decisions made over irrigation, the allocation of land, securing territory, encouragement of migration with the Perpetual Emigration Fund.</i> Reserve top of level for depth of answer in context of the period. |

| Question Number | | |
|-----------------|------|---|
| 5 (b) | | <p>"The Donner party failed mainly because they made bad decisions.' Do you agree? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The membership of the Donner party • The weather <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analyse cause and consequences in a historical context (AO1/AO2). Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met. Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for SPaG.</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1–4 | <p>Simple or generalised comment is offered, supported by some knowledge. Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. they argued a lot, they got lost.</i></p> <p>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.</p> |
| QWC i-ii-iii | | |
| 2 | 5–8 | <p>Statements are developed with support from material which is mostly relevant and accurate. Candidate describes/narrates the Donner party journey.</p> <p><i>e.g. the setting off, the taking of the short-cut, severe weather, lack of food, survival by cannibalism, rescue teams sent.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example Hasting's guidance, the party's lack of skill, the splitting of the group, following the wrong route.</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p> |
| QWC i-ii-iii | | |

| | | |
|--|---|---|
| <p style="text-align: center;">3</p> <p style="text-align: center;">QWC i-ii-iii</p> | <p style="text-align: center;">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>Candidate identifies and explains how bad decisions made by the Donner party were/were not the reason for the disaster.</p> <p><i>e.g. the decision to set off despite the party's composition, their quarrels about routes to take and acceptance of Hasting's guidance, the early snow as a significant factor outside of their control.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as Hasting's guidance, the party's lack of skill, the splitting of the group, following the wrong route.</p> <p>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.</p> |
| <p style="text-align: center;">4</p> <p style="text-align: center;">QWC i-ii-iii</p> | <p style="text-align: center;">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>Candidate attempts to assess the extent to which bad decisions made by the Donner Party were the main reason for the disaster.</p> <p><i>e.g. weighs up the extent to which the Donner party's bad decisions led to their failure set against other factors such as Hasting's guidance and early snow in bringing disaster for the group.</i></p> <p><i>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as Hasting's guidance, the Donner Party's lack of skill, the splitting of the group, following the wrong route.</i></p> <p>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.</p> |
| Marks for SPaG | | |
| <p>Performance</p> | <p>Mark</p> | <p>Descriptor</p> |
| | 0 | <p>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.</p> |
| <p>Threshold</p> | 1 | <p>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.</p> |

| | | |
|--------------|------------|---|
| 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 | | |
|-----------------|------------|---|
| 6(a) | | Describe the problems of constructing the first transcontinental railroad. Target: knowledge recall and selection, analyse 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. Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question. <i>e.g. the distances were very long, mountains to cross.</i> |
| 2 | 4–6 | Statements are developed with support from material which is mostly relevant and accurate. Candidate describes the construction of railroads. <i>e.g. describes living and working conditions for labourers, mountains and rivers crossed, supplies needed.</i> 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. Candidate identifies and exemplifies the problems of constructing the first transcontinental railroad. <i>e.g. describes the problems involved in constructing the railroads due to the terrain, the harsh conditions facing labourers, the impact of labour shortages, attacks from Indians and the problems in getting supplies</i> Reserve top of level for depth of answer in context of the period studied. |

| Question Number | | |
|-----------------|------------|---|
| 6(b) | | <p>"The discovery of gold was the main reason for the outbreak of the Great Sioux War (1876-77)."</p> <p>Do you agree? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The Black Hills • Red Cloud <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, in a historical context (AO1/AO2).</p> <p>Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met.</p> <p>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for SPaG.</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1–4 | <p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. miners travelled into Indian territory,</i></p> <p>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.</p> <p>QWC i-ii-iii</p> |
| 2 | 5–8 | <p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate describes or narrates the discovery of gold and/or the Sioux Wars.</p> <p><i>e.g. describes discovery of gold in the Black Hills, the 1868 Fort Laramie Treaty.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the 1868 Fort Laramie Treaty and Red Cloud.</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p>QWC i-ii-iii</p> |

| | | |
|--|---|--|
| <p style="text-align: center;">3</p> <p style="text-align: center;">QWC i-ii-iii</p> | <p style="text-align: center;">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>Candidate identifies and explains how the discovery of gold and/or other factors lead to the outbreak of the Sioux Wars. <i>e.g. explains the discovery of gold and the government's permitting of miners moving to the Indians sacred land at Black Hills was a reason for the Sioux Wars as well as other factors such as Red Cloud's and Sitting Bull's leadership and the wider conflict of cultures and attitudes between the Plains Indians and white settlers.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material such as the 1868 Fort Laramie Treaty and Red Cloud.</p> <p>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.</p> |
| <p style="text-align: center;">4</p> <p style="text-align: center;">QWC i-ii-iii</p> | <p style="text-align: center;">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>Candidate attempts to assess the extent to which the discovery of gold was the reason for the Sioux Wars.</p> <p><i>e.g. weighs up the extent to which the discovery of gold led to the Sioux Wars compared to other factors such as Red Cloud and Sitting Bull's leadership and the context of wide differences in attitude between white settlers and the Plains Indians over ownership of land.</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as the 1868 Fort Laramie Treaty and Red Cloud.</p> <p>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.</p> |
| 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. |