GCSE
HISTORY
8145/1A/A

Paper 1 Section A/A America, 1840–1895: Expansion and consolidation

Mark scheme

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2 4 6 G 8 1 4 5 / 1 A / A / M S

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

0 1 How does **Interpretation B** differ from **Interpretation A** about the American Civil War?

Explain your answer based on what it says in **Interpretations A** and **B**.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Analyse individual interpretations (AO4a)**
Analyse how interpretations of a key feature of a period differ (AO4b)

Level 2: **Developed analysis of interpretations to explain differences based on their content** **3–4**

Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences.

For example, the interpretations differ about the reasons why the North won the American Civil War. In Interpretation B, the South lost because the North was more powerful and better equipped. However in contrast, in Interpretation A, the reason given is because the North had right on its side.

Level 1: **Simple analysis of interpretation(s) to identify differences based on their content** **1–2**

Students are likely to identify relevant features in each interpretation(s).

For example, according to Interpretation A the American Civil War was about slavery whereas Interpretation B says it was fought by the South for the right to govern itself.

Students either submit no evidence or fail to address the question **0**

0 2 Why might the authors of **Interpretations A** and **B** have a different interpretation about the American Civil War?

Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Analyse individual interpretations (AO4a)**
Analyse why interpretations differ (AO4c)

Level 2: **Developed answer analyses provenance of interpretation to explain reasons for differences** **3–4**

Students may progress from identification to explanation of the reasons for the differences in the interpretations supported by factual knowledge and understanding related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, and access to information, purpose and audience.

For example, students may argue that the author in Interpretation A realises there is still much to do to bring freedom to former slaves in 1878. But in Interpretation B the author's opinion appears a long time after the end of the War. It may have been published to justify the actions of the South and that people still feel strongly about.

Level 1: **Simple answer analyses provenance to identify reasons for difference(s)** **1–2**

Students are likely to identify relevant reasons for the differences in each interpretation(s). Related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, access to information, purpose and audience.

For example, in Interpretation A Douglass was a slave and the war brought about his freedom. However, in Interpretation B, the writer fought in the War against the North.

Students either submit no evidence or fail to address the question **0**

0 3 Which interpretation gives the more convincing opinion about the American Civil War?

Explain your answer based on your contextual knowledge and what it says in **Interpretations A** and **B**.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Analyse individual interpretations (AO4a)**
Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)

Level 4: **Complex evaluation of interpretations with sustained judgement based on contextual knowledge/understanding** **7–8**

Extends Level 3.

Students may progress from a developed evaluation of interpretations by analysis of the relationship between the interpretations supported by factual knowledge and understanding.

For example, Interpretation B is convincing because Early believes that the Southern States have the right to govern themselves. When Lincoln was elected many of the Southern States decided they no longer wanted to be part of the United States. South Carolina first left and with 11 other states formed the Confederate States of America. Lincoln said they did not have the right to leave and sent troops in to stop them from leaving. So Interpretation B is right to say the North started the War for political reasons, they feared the decisions of the federal government. But Interpretation A is convincing because the Southern States relied upon enslaved people to keep their economy going. So they were afraid if they stayed in the Union their way of life would come to an end as the North would free the slaves as Douglass says.

Level 3: **Developed evaluation of both interpretations based on contextual knowledge/understanding** **5–6**

Extends Level 2.

Answers may assert one interpretation is more/less convincing.

Students may progress from a simple evaluation of the interpretations by extended reasoning supported by factual knowledge and understanding.

For example, Interpretation B is convincing about why the South lost, the forces against them were greater. The North had more wealth and resources so the South did have ‘tremendous odds’ against it as Interpretation B says. The South was agricultural and depended on the export of cotton for income but the northern blockade prevented this and they only exported less than 10% of pre-war levels so they could not pay for the War.

Level 2:	**Simple evaluation of one interpretation based on contextual knowledge/understanding** There may be undeveloped comment about the other interpretation. Students may progress from a basic analysis of interpretations to simple evaluation, supported with factual knowledge and understanding. For example, Interpretation B is convincing as the South wanted to break away from the North because then they could make their own laws and keep the enslaved workers they needed on their tobacco and cotton plantations.	**3–4**
Level 1:	**Basic analysis of interpretation(s) based on contextual knowledge/understanding** Answers show understanding/support for one/both interpretation(s), but the case is made by assertion/recognition of agreement. For example, answers stating that Interpretation A is convincing because the South wanted to keep the enslaved people because they worked on the cotton plantations.	**1–2**
	Students either submit no evidence or fail to address the question	**0**

0 4 Describe two problems faced by Brigham Young and the Mormons

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Demonstrate knowledge of the key features and characteristics of the periods studied (AO1a)**
Demonstrate understanding of the key features and characteristics of the periods studied. (AO1b)

Level 2: **Answers demonstrate knowledge and understanding** **3–4**

Students may progress from a simple demonstration of knowledge about the issues identified with extended reasoning supported by understanding of, for example, the ways in which events were problematic.

For example, one problem was people in the East were suspicious of the Mormons, the Mormons were blamed for the banking collapse in 1837. And non-Mormons did not approve of polygamy or the private army which they thought threatened their way of life.

Another problem to solve was to get water for crops otherwise they would have nothing to eat and drink around Salt Lake City. They worked together to build irrigation ditches and allocated an amount of time for each person to draw water from the main ditch.

Level 1: **Answers demonstrate knowledge** **1–2**

Students demonstrate relevant knowledge about the issue(s) identified which might be related.

For example, one problem was that the Mormons needed to provide water at the Great Salt Lake in Utah.

Students either submit no evidence or fail to address the question **0**

0 5 In what ways were the lives of Native Americans changed by American governments?

Explain your answer.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Complex explanation of changes** **7–8**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation of changes by explanation of the complexities of change arising from differences such as time, group, social and/or economic impact, supported by knowledge and understanding.

For example, most Native Americans on the Plains lived as nomadic hunter gatherers, and the actions of the American governments destroyed their way of life and culture. American governments encouraged settlement by non-native Americans which contributed to the destruction of the buffalo habitat and conflict over the land. Governments supported the building of the transcontinental railroad which interrupted the traditional hunting of Native Americans on the Plains, promoted cattle farming, buffalo hunting, and military action against Native Americans.

Level 3: **Developed explanation of changes** **5–6**
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation by developed reasoning considering **two or more** of the identified consequences, supporting them by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, the American governments changed the lives of Native Americans by trying to make them virtual prisoners on Reservations. On Reservations they tried to change Native American culture by making them small farmers, convert them to Christianity, and educate their children in the ways of non-native Americans. The Dawes Act of 1887 divided the remaining Indian lands into 160-acre plots to be farmed but most went to white settlers.

For example, in 1874 gold miners invaded the Black Hills of Dakota, sacred to the Native American Sioux and land that had been promised to them by the Fort Laramie Treaty, 1868. The Sioux would not sell the Black Hills and they did not trust the American government because it kept breaking treaties. Native American tribes resisted attempts to take their land by force and keep them on Reservations, this led to the Battle of the Little Big Horn in 1876.

Level 2: **Simple explanation of change** **3–4**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of change by using simple reasoning and supporting it with factual knowledge and understanding which might be related, for example, to **one** of the identified changes.

For example, the Native Americans could not live as they usually did, hunting buffalo on the Plains. Each nation was given a smaller amount of land to hunt on and compensation by the American government by the Fort Laramie Treaty in 1851.

For example, Native American lives were changed because they were forced to resist the stream of miners, settlers, cattle men, railroad builders, migrants who the American government encouraged and let move on to the Plains. Many people died in the fighting.

Level 1: **Basic explanation of change(s)** **1–2**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify change(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, the lives of Native Americans were changed by American governments who tried to force them to move to Reservations.

Students either submit no evidence or fail to address the question **0**

0 6 Which of the following was the more important reason why the Homesteaders managed to settle on the Plains:

- new farming methods and technology
- government actions?

Explain your answer with reference to **both** bullet points.

[12 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:6)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:6)

Examiners are reminded that AO1 and AO2 are regarded as interdependent and when deciding on a level should be considered together. When establishing a mark within a level, examiners should reward three marks for strong performance in both assessment objectives; two marks may be achieved by strong performance in either AO1 or AO2 and one mark should be rewarded for weak performance within the level in both assessment objectives.

Level 4: **Complex explanation of both bullets leading to a sustained judgement** **10–12**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3

Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by factual knowledge and understanding and arriving at a sustained judgement.

For example, students will explain the part played by both reasons linked in a chain of events which fed off each other. The Homesteaders needed to be able to feed themselves and new farming methods such, as dry farming, and wind pumps, solved the big problem of inadequate water on the Great Plains. But the government also helped the settlement by giving land to the railway companies which allowed the Homesteaders to get cheap land and to get onto the Plains. The government also recognised the problems of poor-quality land and they added to the 160 acres of the Homestead Act, 1862, with the Timber and Culture Act, 1873, and finally the Desert Land Act, 1877, which allowed Homesteaders enough of the land on the Plains to support a family.

Level 3: **Developed explanation of both bullets** **7–9**
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation of causation with extended reasoning supported by developed factual knowledge and understanding.

For example, students may explain the Homesteaders would not survive without being able to feed themselves, therefore solving the various problems of farming on the Plains by using new techniques was the more important reason. They used, for example, dry farming to combat the lack of water, and new crops such as Turkey Red which were hardy enough for the harsh conditions. Some problems were harder to solve such as fire, and insects such as grasshoppers. However, in time they knew to leave fire gaps, and eventually pesticides were used to kill insects. The railroad was important for bringing in new machines and being able to export their products quickly.

Level 2: **Simple explanation of bullet(s)** **4–6**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of causation by using simple reasoning and supporting it with factual knowledge and understanding.

For example, the Homesteaders used new farming methods and new types of wheat like Turkey Red which grew well in the hot and the cold and lack of rain on the Plains. They also had barbed wire and a new steel plough.

Level 1: **Basic explanation of bullet(s)** **1–3**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students recognise and provide a basic explanation of one/both bullet points.

For example, the Homesteaders were determined people who managed to live on and farm the cheap land of the Plains.

Students either submit no evidence or fail to address the question **0**