
GCSE
HISTORY
8145/1A/A

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

Mark scheme

June 2022

Version: 1.0 Final



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.

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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
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How does **Interpretation B** differ from **Interpretation A** about Homesteading on the Great Plains?

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
	<p>Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences.</p> <p>For example, the interpretations differ about the success of the homesteaders. In Interpretation B the homesteaders were successful because they had plenty of food and they liked the sod house. However, in contrast in Interpretation A, the homesteaders had a miserable life because they didn't have enough to eat, their crops failed and the work was very hard.</p>	
Level 1:	Simple analysis of interpretation(s) to identify differences based on their content	1–2
	<p>Students are likely to identify relevant features in each interpretation(s).</p> <p>For example, according to Interpretation A the wheat did not grow well whereas Interpretation B says that it was a land of orchards and rich farms.</p>	
	Students either submit no evidence or fail to address the question	0

0	2
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Why might the authors of **Interpretations A and B** have a different interpretation about Homesteading on the Great Plains?

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 experience of Anderson and Stanley was substantially different. Anderson has to look after four small children who cannot help her husband on the farm so that is why it is such hard work for him and he becomes ill and weak. However, Stanley in Interpretation B grew up with several brothers and his farm in Kansas was well established by his grandfather and father. They had proved that the land was fertile, whereas Anderson in Interpretation A only saw advertisements and did not know if the land would produce enough to feed them and make a living.

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, Interpretation A was from Nebraska. However, in Interpretation B, the homesteaders are living in Kansas as Stanley was born and grew up there.

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

0 3

Which interpretation gives the more convincing opinion about Homesteading on the Great Plains?

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
	<p>Extends Level 3.</p> <p>Students may progress from a developed evaluation of interpretations by analysis of the relationship between the interpretations supported by factual knowledge and understanding.</p> <p>For example, Interpretation A is convincing because at the start the railroad helped the American settlers populate the Plains and Interpretation B is also right because eventually mechanical power made the Great Plains very productive. Many people were attracted by the promise of owning their own land on the Plains which the railway companies advertised. However, many people from the East had little understanding of just how difficult it was to grow crops on the Plains. There were great extremes of temperature as in Interpretation B which needed special crops like Turkey Red, and special tools like the Sod Buster plough. Homesteaders needed a big amount of luck if insects like grasshoppers or fires did not destroy their crops. But as Interpretation B says it was hard work to ‘tame’ the country and it was hard physical work which needed determination and labour at different times of the year but especially harvest.</p>	
Level 3:	Developed evaluation of both interpretations based on contextual knowledge/understanding	5–6
	<p>Extends Level 2.</p> <p>Answers may assert one interpretation is more/less convincing.</p> <p>Students may progress from a simple evaluation of the interpretations by extended reasoning supported by factual knowledge and understanding.</p> <p>For example, Interpretation B is convincing because there were many problems in trying to homestead on the Plains. There was not enough water for the crops as Anderson says and they had to develop dry farming techniques to</p>	

capture what little rain there was. The plain's soil contained thick roots which it was hard for a plough to break and they had to wait for a special steel plough called a sod buster to turn the soil. Many of the strains of wheat used in the East did not work on the Plains because they were not hardy enough and they needed Turkey Red to be used which needed less water and could withstand the cold of the Plains. The homesteaders did survive and flourish so Interpretation B is more convincing because new technology like machines such as reapers, binders and threshers helped overcome the problems.

Level 2: Simple evaluation of one interpretation based on contextual knowledge/understanding **3–4**

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 A is convincing because the railway companies were given the land by the government and used it to fund the building of the railroad. They advertised in the East about the good farming land to get people to homestead there. However, they needed a lot of land to make a go of it which is why they passed the Timber and Culture Act in 1873.

Level 1: Basic analysis of interpretation(s) based on contextual knowledge/understanding **1–2**

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 as homesteading was a hard life. There was not enough water and the wheat did not grow. Interpretation B is convincing because they used machinery.

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

0	4
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Describe two problems faced by people in crossing the Plains before 1865.

[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 the weather because it took many weeks to cross the Plains and travellers could face torrential rain, tornadoes, hail and sandstorms, scorching heat and freezing cold. The snow blizzards in the mountains were a great danger. The Donner party decided to camp for the winter but ran out of food and only survived because they ate those who had died.

Another problem was that some Plains Indians were friendly and would act as guides or offer to trade but others were hostile. The Gould family who travelled west in 1862 found 11 wagons that had been plundered by Plains Indians and the families killed.

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

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

For example, one problem that everybody faced was to have enough food and water for the journey. The food could go bad or be stolen by Plains Indians.

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

0	5
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In what ways were the lives of people in the Southern states affected by the American Civil War?

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, students may recognise that while women experienced a dramatic change in their circumstances during the war by taking on new roles as farmers, plantation managers and munitions workers because the men had gone off to fight, many were forced to return to their traditional roles when the war ended. Although the experience had changed the status of women to a certain extent, politically little had changed as an appeal after the war to give the vote to women received little support.

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, impact of the war in the South was a disaster. The Union troops tore up railroad tracks and burned rolling stock. The cotton growing was badly disrupted by the Union army advances and production fell from 4 million bales in 1861 to 300,000 bales in 1865 the only industries which grew were those connected with the war effort such as munitions. But the cotton growers still

traded with the North who needed cotton as a raw material, and they traded food for the cotton to keep their factories going.

For example, civilians in the South were hit hard by inflation which made them poorer. The Confederate government tried to fund the war through new taxes but was so unsuccessful that it resorted to printing more money. This led to hyperinflation with the inflation rate rising to 500% by 1865.

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, many civilians who had no thought of a military career ended up in the army. Local recruiting offices were set up and men were encouraged by propaganda which played on their patriotism to join up and support their state and country. But many people thought it would be a short war and it was not. They ran out of men and the Confederacy introduce conscription in April 1862.

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 people in the South suffered from food shortages. There were food riots in some cities as early as 1863.

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

0	6
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Which of the following was the more important reason for the successful way of life of the Plains Indians:

- the buffalo herds
- the Plains Indians' beliefs and society?

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

[12 marks]

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, the Plains Indians evolved to support and make more efficient a hunter gatherer community and lifestyle. The squaws of the hunters or warriors who were killed were adopted by other warriors and they helped to look after the children and cook and organise the camp. Chiefs of the tribe were usually the best hunters or fighters. Men and women each had separate roles, men hunted and defended the camp while the women prepared food and made clothes. The Plains Indians' culture and philosophy respected the spirit of the buffalo and recognised that it was the essence of their life so the heart of the buffalo was often buried to bring new life to the herd. Without the buffalo the Plains Indians would not have evolved the society and culture that they had.

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 how the values of the Plains Indian society supported the hunter gatherer lifestyle in which they followed the buffalo herds across the Plains. The Plains Indian society was directed towards hunting the buffalo. If old people could not keep up with the movement of the tribe across the Plains following the buffalo then they left them behind because they were less important than following the buffalo. The Plains Indians valued horses which allowed them to follow the buffalo herds.

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 Plains Indians were nomadic hunter gatherers so they depended on the buffaloes to provide them with everything they needed. They were nomadic because they followed the buffalo herds. Their society rewarded and respected the skills of a warrior and a hunter who could feed his family and tribe.

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 Plains Indians got everything they wanted from the buffaloes. The buffaloes gave them food because they ate the meat, and they made the hide into tipis and moccasins.

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