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# GCSE

# History

8145/1A/A – Paper 1: Section A/A

America, 1840-1895: Expansion and consolidation

Mark scheme

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June 2018

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Version/Stage: 1.0 Final

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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 Assessment Writer.

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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## 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.

In many of our mark schemes we use the following terms to describe the qualities and levels of reasoning of an answer:

**Complex:** Answers build on the qualities of developed answers. Answers display reasoning that shows the links or connections between evidence or details that are explicitly relevant to the question. Answers may show originality or sophistication. Answers demonstrate substantiated judgement or an awareness of the provisional and problematic nature of historical issues, evidence and interpretations.

**Developed:** Answers that display more than one step of reasoning or detailed explanation that is explicitly relevant to the question. Answers will sustain an explanation of the differences or similarities in sources or interpretations.

**Simple:** Answers that describe evidence, features or material relevant to the question. Answers that display simple one step reasoning or brief explanation of a point or comment that is explicitly relevant to the question. Answers may recognise, describe and may explain, simple similarities or differences in sources or interpretations.

**Basic:** Answers that identify evidence, features or material relevant to the question. Explanation is likely to be implicit or by assertion. Answers take features of sources or interpretations at face value. Material discussed may have implicit relevance.

When a question tests AO1 and AO2 in conjunction, the AO2 element of the level descriptor always is the first statement in the descriptor and the AO1 element is the second statement in the descriptor. It is also important to remember that the 'indicative' content, which accompanies the level descriptors, is designed to exemplify the qualities expected at each level and is not a full exemplar answer. Other historically accurate and valid answers should be credited.

## 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 Custer's defeat at the Battle of the Little Big Horn?

Explain your answer using **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.

<b>Target</b>	<b>Analyse individual interpretations (AO4a)</b> <b>Analyse how interpretations of a key feature of a period differ (AO4b)</b>	
<b>Level 2:</b>	<b>Developed analysis of interpretations to explain differences based on their content</b>	<b>3–4</b>
	Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences, for example, that Interpretation B emphasises that the defeat was caused by circumstances beyond Custer's control such as the large number of Indians and the actions of Reno. By contrast in Interpretation A, the blame is put solely on Custer and his reckless behaviour and poor generalship which didn't conform to the usual methods of the US army.	
<b>Level 1:</b>	<b>Simple analysis of interpretation(s) to identify differences based on their content</b>	<b>1–2</b>
	Students are likely to identify relevant features in each interpretation(s), for example, according to Scott (Interpretation A), the defeat was caused because Custer didn't keep his men together whereas Godfrey (Interpretation B) says that there were just too many Indians.	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

0 2

Why might the authors of **Interpretations A** and **B** have a different interpretation about Custer's defeat at the Battle of the Little Big Horn?

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.

<b>Target</b>	<b>Analyse individual interpretations (AO4a)</b> <b>Analyse why interpretations differ (AO4c)</b>	
<b>Level 2:</b>	<b>Developed answer analyses provenance of interpretation to explain reasons for differences</b>	<b>3–4</b>
	<p>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.</p> <p>For example, students might argue that the beliefs, circumstances and motives of the Indian scouts and Godfrey were different. Although sent away before the battle, the Indian scouts would have been with Custer long enough to know of his recklessness and disregard for orders. His refusal to accept extra weaponry or men, and his decision to cross the Wolf Mountains rather than follow the campaign plan, for example, would have coloured their judgement of him. Godfrey, on the other hand, was an army man and would want to defend the honour of the Seventh Cavalry. Knowing Custer's reputation as a renowned Indian fighter and the tactics that he had used so successfully at the Battle of Washita, Godfrey would be reluctant to blame his commanding officer but instead look for other factors to explain the defeat.</p>	
<b>Level 1:</b>	<b>Simple answer analyses provenance to identify reasons for difference(s)</b>	<b>1–2</b>
	<p>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.</p> <p>For example, Interpretation A was the view of Indians who weren't even at the battle as they had been sent away by Custer so they wouldn't have the full picture. Interpretation B was by Godfrey who fought at the battle and also talked to Indians who had fought against Custer so it's a first-hand account.</p>	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

0 3

Which interpretation do you find more convincing about Custer's defeat at the Battle of the Little Big Horn?

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

[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**

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, makes the judgement that Interpretation A is more convincing than Interpretation B, which ignores the fact that Custer divided his troops and attacked despite the warnings of his scouts about the size of the camp. Even if he had kept his troops together they would have been substantially outnumbered so it was his reckless disregard of Sheridan's plan, whatever its deficiencies may have been, to trap the Indians between a three pronged attack made up of over 2,500 soldiers that condemned him to defeat.

**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, supporting Interpretation B by reference to the fact that the army had seriously underestimated the number of Indian warriors at approximately 800 when in fact there were over 2000 and/or Reno's retreat and failure, with Benteen, to go to Custer's help meant that he was hopelessly outnumbered.

**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 Custer was only interested in his own personal glory which made him reckless. He ignored orders to circle the Wolf Mountains and, despite the warnings of his scouts, attacked the Indian camp because he wanted a glorious victory.

**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 it agrees with what we know about Custer being reckless and disobeying orders and/or that Interpretation B is convincing as we know that several Indian tribes had joined together.

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



0 4

Describe two problems faced by the early settlers travelling to the West Coast of America 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.

These might include:

One problem was that they had to cross the Rocky Mountains at a time when they were already exhausted after months of travel. Mountain passes were so narrow and steep that wagons had to be hauled up with ropes and pulleys.

Another problem was that with poor hygiene conditions and little medical help available, diseases such as cholera and dysentery could sweep through a wagon train killing many.

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

Students demonstrate relevant knowledge about the issue(s) identified which might be related, for example, to adverse weather conditions, hostile Indians, or the terrain.

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

0 5

In what ways were the lives of all Americans affected by the belief in 'Manifest Destiny'?

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, although in the short term, Manifest Destiny resulted in hardship and deprivation for those white settlers moving West, in the longer term, with the establishment of homesteads, towns, railways and roads it led to a new, settled and prosperous life for many American families. Conversely the opposite happened to the Indians who, partly as a result of Manifest Destiny, went from an established and successful way of life to one of hardship and deprivation.

<b>Level 3:</b>	<b>Developed explanation of changes Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question</b>	<b>5–6</b>
	<p>Extends Level 2.</p> <p>Students may progress from a simple explanation by developed reasoning considering <b>two or more</b> of the identified consequences, supporting them by factual knowledge and understanding.</p> <p>In addition to a Level 2 response, students make additional developed point(s).</p> <p>For example, Manifest Destiny also affected the Indians because it led white settlers to see them as savages standing in the way of God’s will with the result that they were to be removed from the land and ‘civilised’, by force if necessary. This led to conflict and the destruction of the Indians’ way of life.</p> <p>For example, Manifest Destiny helped white settlers to put up with the conditions they faces settling the West. It wasn’t easy being a homesteader on the Plains with little rainfall, inadequate machinery, and natural disasters but the belief that they were doing God’s will helped them to accept these sacrifices and gave them the determination to succeed.</p>	
<b>Level 2:</b>	<b>Simple explanation of change Answer demonstrates specific knowledge and understanding that is relevant to the question</b>	<b>3–4</b>
	<p>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 <b>one</b> of the identified changes.</p> <p>For example, it encouraged white settlers to move west because Manifest Destiny was the belief that it was God’s will that they should settle the whole continent bringing Christianity and freedom with them.</p>	
<b>Level 1:</b>	<b>Basic explanation of change(s) Answer demonstrates basic knowledge and understanding that is relevant to the question</b>	<b>1–2</b>
	<p>Students identify change(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.</p> <p>For example, it encouraged people to move west.</p>	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

0 6

Which of the following was the more important reason for the American Civil War:

- social and economic reasons
- political reasons?

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.

<b>Target</b>	<b>Explain and analyse historical events and periods studied using second-order concepts (AO2:6)</b> <b>Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:6)</b>	
<b>Level 4:</b>	<b>Complex explanation of both bullets leading to a sustained judgement</b> <b>Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question</b>	<b>10–12</b>

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 economic and political reasons for the start of the American Civil War and may, for example, conclude that different groups/people were motivated by different reasons or by a combination of both. For example, Lincoln, elected as President in November 1860, believed that the Union should be preserved at all costs, opposed secession, but had also campaigned to stop the expansion of slavery into the new territories. For abolitionists such as Harriet Beecher Stowe or John Brown it was clearly the economic system that depended on slavery which was the main issue, while for the Southern states the political aim of seceding from the Union was to protect an economic system based on slavery.

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<b>Level 3:</b>	<b>Developed explanation of both bullets</b> <b>Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question</b>	<b>7–9</b>
	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 powerful industrial economy of the North differed from the agricultural South which relied on slavery, and how the Tariff of 1828 was seen as a threat to the latter. Also how when the 13 original states had formed the Union there was no agreement about how a State could secede if it disagreed with the policies of the Washington government so that the Civil War started over under what circumstances and how states could secede.	
<b>Level 2:</b>	<b>Simple explanation of bullet(s)</b> <b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b>	<b>4–6</b>
	Students may progress from a basic explanation of causation by using simple reasoning and supporting it with factual knowledge and understanding.  For example political reasons were important because it was after the Southern states left the Union and set up the Confederacy with Jefferson Davis as their President that the Civil War began in April 1861.  Economic reasons were important because slavery was a major issue dividing the two sides. Outlawed in the North but flourishing in the South, the Confederacy was established partly to defend its use while a strong and growing abolitionist movement in the North wanted to end it.	
<b>Level 1:</b>	<b>Basic explanation of bullet(s)</b> <b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b>	<b>1–3</b>
	Students recognise and provide a basic explanation of one/both bullet points.  For example, it started because of the issue of slavery; it started when the Southern states broke away from the North.	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

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