



GCE

History A

Unit **Y246/01**: The USA in the 19th Century: Westward expansion and Civil War 1803–c.1890

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2016

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.















All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking.

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View

Here is the mark scheme for this question paper.

Question	Answer/Indicative content	Mark	Guidance
1*	<p>‘Loss of land was the most serious consequence of Federal Government policy for Native American Indians in the period 1803-1890.’ How far do you agree?</p> <p>In arguing that loss of land was the most serious consequence,</p> <ul style="list-style-type: none"> • Answers might consider the negative consequences of loss of land through broken treaties, Jackson’s Indian Removal Policy, Reservations, the Dawes Act, and/or the Federal Government policies which stimulated settlers to move West and appropriate Native American land. • Answers might consider the much reduced area of Native American land by the end of the period when compared to the beginning. • Answers might consider changes from communal to individual land ownership and the economic, political and social consequences of this. • Answers might consider the loss of hunting, fishing and agricultural opportunities. • Answers might consider the loss of tribal lands with cultural significance. • Answers might consider the greater segregation, for some Native American tribes, from other American communities with whom they had previously had productive relationships as a result of re-settlement. 	30	<ul style="list-style-type: none"> • No set answer is expected • At level 5 there will be judgement as to the relative seriousness of consequences • At Level 5 answers might establish criteria against which to judge the seriousness of consequences. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question	Answer/Indicative content	Mark	Guidance
	<p>In arguing that other consequences were more serious,</p> <ul style="list-style-type: none"> • Answers might consider the loss of life and demographic change – candidates might particularly highlight the impact of disease, forcible removal e.g. the ‘Trail of Tears’ and/or the impact of war. • Answers might consider the loss of tribal customs and lifestyles due to Federal Government attempts to ‘civilise’ Native Americans through education and missionary work. • Answers might consider the challenges posed to traditional social structures and the social breakdown which could result. • Answers might consider the worsening economic conditions for many communities due to limitations on traditional economic activities. • Answers might consider the changes to Native American’s political status over the period and the consequences of this. <p>Answers might also consider that for many Native Americans, land gained in resettlement or reservations was less suited to their customs and economic activities than the land lost.</p> <p>Answers might also consider that the land granted in the earlier period was, in most cases, subsequently lost as westward expansion continued.</p>		

Question	Answer/Indicative content	Mark	Guidance
2*	<p>How far do the weaknesses of the Confederate Army explain the victory of the North in the American Civil War?</p> <p>In arguing that the weaknesses of the Confederate Army do explain the victory of the North,</p> <ul style="list-style-type: none"> • Answers might consider the numerical inferiority of the Confederacy. • Answers might consider the Confederacy's shortage of adequate war materials. • Answers might consider the leadership of Lee and other senior commanders. • Answers might consider the later loss of morale, and its impact on recruitment, support from the civilian population and conduct of the troops, for example desertion. • Answers might consider the consequences of specific battles or turning points such as Gettysburg. • Answers might consider other weaknesses or disadvantages of the South, for example, political weaknesses, limited industrial capacity, the impact of the naval blockade and morale, in so far as these impacted the Confederate Army. <p>In arguing that the strength of the North was more important,</p> <ul style="list-style-type: none"> • Answers might consider the political leadership of Abraham Lincoln. • Answers might consider the military leadership of Grant and Sherman. 	30	<ul style="list-style-type: none"> • No set answer is expected • At level 5 there will be judgement as to how far the weaknesses explain the victory • At Level 5 answers might establish criteria against which to judge the relative importance of the reasons for victory. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question	Answer/Indicative content	Mark	Guidance
3	<ul style="list-style-type: none"> • Answers might consider the organisation of the war effort, such as better communications, the war economy and the naval blockade. • Answers might consider the impact of the Emancipation Proclamation. • Answers might consider economic strengths, such as industrial production, availability of resources and population size. • Answers might consider the impact of international support <p>‘The quest for better economic opportunities ... continued to excite the American imagination... . Most of the settlers and adventurers sought to exploit the many economic opportunities afforded by the new lands.’</p> <p style="text-align: right;">George Brown Tindall and David E Shi, <i>America, A Narrative History</i>, 2004</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p> <p>The historical debate about the reasons for settlers moving West centres around the extent to which it was pull factors (such as economic opportunities) that motivated them, and the extent to it was in fact push factors that were more responsible (e.g. land hunger, religious persecution). ‘Top-down’ vs. ‘bottom up’ interpretations are also relevant – the extent to which Federal Government policy drove Westward expansion and the extent to which it was a grassroots movement driven by settlers themselves.</p>	20	<ul style="list-style-type: none"> • No set answer is expected. • Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation. • Candidates must refer to at least one other interpretation. • The quality of analysis and the evaluation of the interpretation should be considered when assigning answers to a Level, not the quantity of other interpretations included in the answer. • Other interpretations considered as part of evaluation and analysis of the given interpretation do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate’s own viewpoint. • Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however, for Level 5 there should be well-supported evaluation of both, in line with Levels descriptors. • Candidates are not required to construct their own interpretation.

Question	Answer/Indicative content	Mark	Guidance
	<p>In analysing and evaluating the strengths and weaknesses of the interpretation, answers might consider that the interpretation largely highlights the ‘pull’ factors of economic opportunities. They might also note that the interpretation seems to characterise this as a grassroots movement driven by individual, motivated settlers.</p> <p>In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of</p> <ul style="list-style-type: none"> • The availability of land and factors which made it possible/easier to settle this land, creating agricultural opportunities as well as the chance for land speculation. • Resources available in the West, such as gold and furs, and the role these played in stimulating settlement. • Specific groups/types of settlers for whom a move westward represented a particular opportunity for economic advancement, for example merchants, domestics, teachers and even prostitutes. • The way the West was represented in promotional and popular literature as a ‘land of plenty’. • Correlations between times of economic hardship, such as economic depression, and/or depressed areas, and moves West. 		

Question	Answer/Indicative content	Mark	Guidance
	<p>In analysing and evaluating the limitations of the given interpretation, answers might use knowledge and understanding of</p> <ul style="list-style-type: none"> • Limitations to the economic benefits to settlers of moving West. • Push factors such as land hunger, population pressure, lack of opportunity, persecution and social exclusion. • Other pull factors such as a desire to establish new communities, increased social freedoms, ideological motivations around 'Manifest Destiny'. • The role of Federal Government policy and the development of communication links in stimulating settlement of the West. <p>Other interpretations that might be used in evaluation of the given interpretation are:</p> <ul style="list-style-type: none"> • Interpretations which also acknowledge the importance of individual settlers, but which emphasise 'push' factors and/or see it is motivated by religious, social, ideological and/or political reasons as well as economic ones. • Interpretations which see Americans' move West as one which was stimulated more by the Federal Government than by individual, enterprising, settlers. 		

APPENDIX 1 – this contains the generic mark scheme grids

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Section A, Questions 1 and 2: Essay [30]
Level 5 25–30 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 19–24 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 13–18 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 7–12 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–6 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<i>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section B, Question 3: Interpretation [20]
Level 5 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 4 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 3 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths, but both will be addressed.
Level 2 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or may only address limitations or strengths.
Level 1 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

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