GCE

History A

Y216/01: The USA in the 19th century: Westward expansion and Civil War 1803-c.1890

A Level

Mark Scheme for June 2024

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3. Log-in to RM Assessor and mark the **required number** of practice responses ("scripts") and the **number of required** standardisation responses.

   YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.

5. **Crossed Out Responses**
   Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

   Rubric Error Responses – Optional Questions
   Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the

highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses
When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).
When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses
When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)
Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)
If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)
Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
    - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:
    a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
    b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. **Annotations**

Annotation	Meaning
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View

Annotation	Meaning
S	Synthesis
C	Continuity/Change

Question			Answer	Mark	Guidance
1	(a)		**Which of the following contributed more to the opening up of the West?** **(i) Cattle-ranching** **(ii) Mining** **Explain your answer with reference to both (i) and (ii).** **In dealing with cattle-ranching,** answers might consider the profitability of cattle-ranching • **Answers might consider** the scale of cattle-ranching • **Answers might consider** the place of cattle-ranching in the growth of towns and cities, such as Abilene and Cheyenne • **Answers might consider** its impact on other economic sectors (e.g. meat processing) • **Answers might consider** its provision of employment for cowboys and others. **In dealing with mining,** answers might consider the role of silver and gold prospecting in attracting settlers • **Answers might consider** role of mining in encouraging migration, including the Gold Rush, and its impact on the development of towns and cities, such as San Francisco • **Answers might consider** the importance of corporations in providing employment and generating wealth • **Answers might consider** its impact on other sectors of employment (e.g. the service industry)	**10**	The indicative content lists features of the period studied that relate to the question set. **<u>Neither significance nor relative importance are attributed to the features listed.</u>** The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • 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	Mark	Guidance
			• **Answers might consider** the decline and disappearance of early prospecting towns.		

Question			Answer	Mark	Guidance
1	(b)*		**'The Bureau of Indian Affairs was the most important factor in the destruction of Native American societies during the period from 1803 to c.1890'.'** **How far do you agree?** **In arguing the BIA was important,** answers might consider: • Its role in advancing and managing the affairs of Native Americans in association with key legislation • Its role in attempts to assimilate Native Americans through education and religion • Its importance in the removal of tribes from east to west in association with the Indian Removal Act • Its role in establishing and, for a time, seeking to protect the reservations • The implementation of the Second Indian Appropriations Act in revising the terms of the IRA • Its role in the undermining of the Native American tribal system in association with the allotment policy and Dawes Act	20	The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed. **Neither significance nor relative importance are attributed to the features listed.** The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected. • At higher levels candidates will focus on factors but at Level 4 may simply list factors. • At Level 5 there will be judgement as to the relative importance of factors. • At higher levels candidates might establish criteria against which to judge their importance. • To be valid judgements, claims must be supported by accurate and relevant 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 the descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
			• The BIA's ultimate responsibility for numerous tragedies and atrocities (e.g. Wounded Knee). **In arguing other factors were important,** answers might consider: • The impact of the Seminole Wars and the 'Indian Wars' of the 1860s/70s on Native American societies • The actions of the American army against Native American societies • The role of Native American divisions between tribes in weakening resistance to external forces • The significance of white attitudes towards Native Americans (e.g. towards the Ghost Dance) • The role of westward expansion and exploration in damaging Native American societies • The actions of settlers, for example ploughing and fencing land or using resources, and their impact on Native American societies • The impact of the destruction of the buffalo herds on Native American ways of life.		

Question			Answer	Mark	Guidance
2	**(a)**		**Which of the following had the greater impact on Native Americans in the 19th century?** **(i) The Indian Removal Act (1830)** **(ii) The Dawes Act (1887)** **Explain your answer with reference to both (i) and (ii).**	**10**	The indicative content lists features of the period studied that relate to the question set. **Neither significance nor relative importance are attributed to the features listed.** The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.

Question			Answer	Mark	Guidance
			In dealing with the Indian Removal Act, answers might consider its role in instigating the movement of tribes from east to west • **Answers might consider** its guarantees to protect Native Americans' new territories thereafter • **Answers might consider** the seemingly inhospitable and inferior lands conferred upon Native Americans • **Answers might consider** the scale of resettlement (94 treaties signed affecting multiple tribes) • **Answers might consider** its social consequences for Native Americans (notably, the Cherokee; the 'Trail of Tears). **In dealing with the Dawes Act,** answers might consider its role in undermining Native American tribalism • **Answers might consider** the restructuring of the reservations • **Answers might consider** the financial implications (e.g. tax) of individual land ownership • **Answers might consider** its social implications in relation to Native American tribal organisation and belief system • **Answers might consider** its role in further undermining relations between Native Americans and whites.		• No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • 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	Mark	Guidance
2	(b)*		**Assess the reasons for the outbreak of hostilities between North and South in 1861.** **In arguing that slavery was the main cause,** answers might consider: • The claims of the southerners to the right to maintain slavery led to their separation from the North • The economic system in the South was slave-reliant • Slaves in the South were assets of great financial value for their owners • Northern fears of a 'Slave Power' conspiracy • Lincoln's election, his views on slavery and his ardent opposition to its expansion • The growth of an abolitionist movement in the north • Tensions heightened by the Fugitive Slave Act • John Brown's raid on Harper's Ferry. **In arguing other reasons were important,** answers might consider: • The role of western expansion in creating new territorial problems • Confidence in both the South and the North that a war would be winnable • The opening of hostilities by uncompromising Southern secessionists • The legacy of the Mexican-American War as a cause of pre-existing tensions	20	The indicative content lists features of the period studied that relate to the question set. **Neither significance nor relative importance are attributed to the features listed.** The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected. • At higher levels candidates will focus on reasons but at Level 4 may simply list factors. • At Level 5 there will be judgement as to the relative importance of factors. • At higher levels candidates might establish criteria against which to judge the relative importance of factors. • To be valid judgements, claims must be supported by accurate and relevant 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 the descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
			• The economic interests of northern entrepreneurs and employers as a motive for war • The breakdown of the Missouri Compromise as a factor in developing sectionalism and southern nationalism • The significance of the rise of the Republican Party and southern perceptions of its northern bias as a cause of tensions • The role of extremists – hard-line abolitionists and fire-eaters – in stoking unrest and popular militarism.		

APPENDIX 1 – this contains a generic mark scheme grid

	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.
	Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
Level 5 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
Level 4 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
Level 3 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
Level 2 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
Level 1 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

	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.
	Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]
Level 6 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 13–16 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 10–12 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 7–9 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 4–6 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 1–3 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.

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