

Version 1.0



**General Certificate of Secondary Education  
June 2011**

**GCSE History A                      40402A**

**Unit 2 Option A**

**The American West, 1840–1895**

**Final**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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 to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2010 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

**A: INTRODUCTION**

- **Consistency of Marking**

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a choice of specifications and a choice of options within them. It is therefore of vital importance that assistant examiners apply this marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of all the other History specifications and options offered by the AQA.

- **Subject Content**

The revised specification addresses subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that History is concerned with the analysis of historical problems and issues, the study of which encourages all candidates, but particularly the more able, to make judgements grounded in evidence and information.

- **The Assessment Objectives (AOs)**

<b>Assessment Objectives</b>		<b>% weighting</b>
<b>AO1</b>	<b>Recall, select and communicate their knowledge and understanding of history</b>	<b>30</b>
<b>AO2</b>	<b>Demonstrate their understanding of the past through explanation and analysis of:</b> <ul style="list-style-type: none"> <li>• <b>key concepts: causation, consequence, continuity, change and significance within an historical context</b></li> <li>• <b>key features and characteristics of the periods studied and the relationship between them</b></li> </ul>	<b>30</b>
<b>AO3</b>	<b>Understand, analyse and evaluate:</b> <ul style="list-style-type: none"> <li>• <b>a range of source material as part of an historical enquiry</b></li> <li>• <b>how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry</b></li> </ul>	<b>40</b>

- **Levels of Response Marking Schemes**

The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All candidates take a common examination paper – there is no tiering. Consequently, it is reasonable to expect to encounter the full range of attainment and this marking scheme has been designed to differentiate candidates' attainment by **outcome** and to reward **positively** what the candidates know, understand and can do.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall and in deciding on a mark within that particular level.

Good examining is, ultimately, about the **consistent application of judgement**. This mark scheme provides the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in a subject like History, which in part relies upon different interpretations and different emphases given to the same content.

---

**B: QUESTION TARGETS & LEVELS OF RESPONSE**

- **Question Targets**

The mark scheme for each question is prefaced by an assessment objective 'target'. This is an indication of the skill which it is expected candidates will use in answering the question and is directly based on the relevant assessment objectives. However, it does not mean that other answers which have merit will not be rewarded.

- **Identification of Levels of Response**

There are several ways in which any question can be answered – in a simple way by less able candidates and in more sophisticated ways by candidates of greater ability. In the marking scheme different types of answers will be identified and will be arranged in a series of levels of response.

Levels of response have been identified on the basis that the full range of candidates entered for the GCSE examination will be able to respond positively. Each 'level' therefore represents a stage in the development of the candidate's **quality of thinking**, and, as such, recognition by the assistant examiner of the relative differences between each level descriptor is of paramount importance.

- **Placing an answer within a Level**

When marking each part of each question, examiners must first place the answer in a particular level and then, and only then, decide on the actual mark within the level, which should be recorded in the margin. **The level of response attained should also be indicated at the end of each answer.** In most cases, it will be helpful to annotate the answer by noting in the margin where a particular level has been reached, e.g. Level 1 may have been reached on line 1, L3 on line 5 and L1 again on line 7. When the whole answer has been read and annotated in this way, the highest of the Levels **clearly attained** and **sustained** should be awarded. Remember that it is often possible to reach the highest level **without** going through the lower levels. Marks are **not cumulative** for any question. There should be no 'totting up' of points made which are then converted into marks. Examiners should feel free to comment on part of any answer if it explains why a particular level has been awarded rather than one lower or higher. Such comments can be of assistance when the script is looked at later in the awarding process.

If an answer seems to fit into two or more levels, award the higher or highest level.

- **What is a sustained response?**

By a **sustained response**, we mean that the candidate has **applied** the appropriate level of thought to the **particular issues** in the sub-question.

A response does not necessarily have to be sustained throughout the whole answer, but an answer in which merely a few words seem to show a fleeting recognition of historical complexity is not sufficient to attain a higher level.

In some cases, as you read an answer to a sub-question, it will be clear that particular levels have been reached at certain points in the answer. If so, remember

---

to identify them in the margin as you proceed. At the end of the sub-question, award the highest level that has been sustained.

In other cases you may reach the end of the sub-question without having been able to pinpoint a level. In such cases, simply record the level awarded at the end of the sub-question.

**C: DECIDING ON MARKS WITHIN A LEVEL**

A particular level of response may cover a range of marks. Therefore, in making a decision about a specific mark to award, it is vitally important to think *first* of the **lower/lowest mark within the level**.

In giving more credit with the level, examiners should ask themselves several questions relating to candidate attainment. The more positive the answers, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided. At all times, therefore, examiners should be prepared to use **the full range of marks** available for a particular level and for a particular question. Remember – mark **positively** at all times.

Consider whether the answer is:

- precise in its use of supporting factual information.
- appropriately detailed.
- factually accurate.
- appropriately balanced, or markedly better in some areas than in others.
- set in the historical context as appropriate to the question.
- displaying appropriate **quality of written communication skills**.

Note about Indicative Content.

The mark scheme provides **examples of historical content** (indicative content) which candidates may deploy in support of an answer within a particular level. Do bear in mind that these are **only examples**; exhaustive lists of content are not provided so examiners might expect some candidates to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the candidate’s level of critical thinking determines this**. Remember that the **number** of points made by a candidate may be taken into account only **after** a decision has been taken about the quality (level) of the response.

• **Some things to remember**

Mark positively at all times.

Do **not** be afraid to award maximum marks within a level where it is possible to do so. Do not fail to give a maximum mark to an appropriate answer because you can think of something (or the marking scheme indicates something) that **might** be included but which is missing from the particular response.

Do **not** think in terms of a model answer to the question. Every question should be marked on its merits.

As a general rule, give credit for what is accurate, correct or valid.

Obviously, **errors can be given no credit** but, at the same time, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer.

It is important, therefore, to use the full range of marks where appropriate.

Do not use half marks.

**D: SOME PRACTICAL POINTS**

- **Answers in note form**

Answers in note form to any question should be credited in so far as the candidate's meaning is communicated. You must not try to read things into what has been written.

- **Diagrams, etc**

Credit should be given for information provided by the candidates in diagrams, tables, maps etc., provided that it has not already been credited in another form.

- **Answers which run on to another sub-section**

If a candidate starts to answer the next sub-section in an earlier one, by simply running the answer on, give credit for that material in the appropriate sub-section.

- **Answers which do not fit the marking scheme**

Inevitably, some answers will not fit the marking scheme but may legitimately be seen as worthy of credit. Assess such answers in terms of the difficulty/sophistication of the thought involved. If it is believed that the "thought level" equates with one of the levels in the marking scheme, award it a corresponding mark.

Make sure you identify such cases with an A (for alternative) in your sub-total, e.g. as B2A/3. Also write a brief comment to explain why this alternative has been awarded.

If in doubt, **always** telephone your Team Leader for advice.

---

**Paper 2: The American West**
**Section A The Great Plains and the Plains Indians****Question 1**

- (a)** What do **Sources A and B** suggest about the Plains Indians' attitude to the land? **4**
- Target: Comprehension and inference from historical sources (AO3)**
- Candidates either submit no evidence or fail to address the question **0**
- Level 1: Answers that select details from the sources** **1**  
e.g. Source A shows the Indians on the move to their new camp near the river.
- Level 2: Answers that draw a simple inference from the sources** **2-3**  
e.g. the picture shows that the Indians were nomadic and followed buffalo and the watering places. Source B shows they respected the land.
- Level 3: Answers that develop a complex inference from the sources** **4**  
e.g. the Indians use the land wandering nomadically over it following buffalo. The ground shows the trail marks. They have a spiritual relationship with the land and see it as gift from the Great Spirit. The Indians cannot understand ownership of land – 'it does not belong to them' but to the future as well.
- (b)** What different attitude to the land is suggested by **Sources C and D**? **6**  
Explain your answer using **Sources A, B, C and D**.
- Target: Comprehension and inference from historical sources (AO3)**
- Candidates either submit no evidence or fail to address the question **0**
- Level 1: Answers that select details from Sources C and/or D** **1-2**  
e.g. Source C shows white people rushing to get some land in 1889.
- Level 2: Answers that provide a simple comparison based on the details of the sources** **3-4**  
e.g. the impression in Source A is that the attitude is relaxed and calm they don't stay in one place but move whereas in Source C it is fast and desperate and they want to settle.
- OR**
- Answers that use the sources but provide an inference**  
e.g. the attitude in Source A is the Indians work with what the land offers but in Source D you have to grab some.
- Level 3: Answers that develop an understanding or draw an inference about a view based on the details of the sources** **5-6**  
e.g. in Source A the Indians work with what the land provides naturally for them as the Great Spirit intended whereas in Sources C and D the white people want to grab some land and settle and farm it. They think that you can own land as property but in B the Great Spirit 'owns' all the land.
-



(c)	<p>Why do you think <b>Sources A</b> and <b>B</b> have a different attitude to <b>Sources C</b> and <b>D</b>?          Explain your answer using <b>Sources A, B, C</b> and <b>D</b> and your knowledge.</p>	8
	<p><b>Target: Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances. (AOs 1, 2 &amp; 3)</b></p> <p>Candidates either submit no evidence or fail to address the question</p>	0
	<p><b>Level 1: Answers that select details from sources</b></p> <p><b>OR</b></p> <p><b>Answers that say how the sources are different</b>          e.g. they are different because A does not like the whites and D does not like the Indians.          The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.</p>	1-2
	<p><b>Level 2: Answers based on simple reasoning based on differences in author, audience, time or place</b>          e.g. Source B was said by an Indian. Source D is from a white man.          The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.</p>	3-4
	<p><b>Level 3: Answers based on developed reasoning based on differences in author, audience, time or place</b>          Answers will probably be based on how the authors acquired information or their intentions in writing.          e.g. Source D is before the white people really realised how to use the land and C shows how keen they were to get some. Perhaps they are meant to attract people to the Plains. Source B shows that the Indians do not understand land ownership and do want to sell it to the white people.           The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.</p>	5-6
	<p><b>Level 4: Answers that develop out of level 3 and provide some explanation of the links between reasons for the source differences</b>          e.g. The white people in C and D represent the idea of Manifest Destiny. D refers to God and suggests that God's intention is that white people farm as they rush to do in C. These sources show different attitudes because they are Indians and white attitudes. The Indians' 'great spirit' does not want them to sell or own land. C and D are making Manifest Destiny popular in magazines and newspapers. Source B is defending and explaining a traditional way of life in A.          The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.</p>	7-8

<b>(d)</b>	How useful is <b>Source E</b> for understanding the attitude of white people to the Plains Indians? Explain your answer using <b>Source E</b> and <b>your knowledge</b> .	<b>8</b>
<b>Target:</b>	<b>An evaluation of utility (AOs 1, 2 &amp; 3)</b>	
	<b>Candidates either submit no evidence or fail to address the question</b>	<b>0</b>
<b>Level 1:</b>	<b>Answers that assert a source or sources is/are useful or not because it/they tell(s) us something about the attitude of white people to the Plains Indians.</b> Answers may select details from the sources to support the answer e.g. Source E is useful because it shows how they were good fighters and they scalped their opponents. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	<b>1-2</b>
<b>Level 2:</b>	<b>Answers that explain that one source is useful or not because of its provenance in relation to the attitude of white people to the Plains Indians</b> e.g. Source E is useful to understand white attitudes because it shows that this is what white people read and this is the image they had from the newspapers  <b>OR</b> <b>Answers that explain that Source E is useful or not through an understanding of its content in relation to the attitude of white people to the Plains Indians</b> e.g. Source E is useful because it shows that the whites thought the Indians were brutal and savage and uncivilised. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	<b>3-4</b>
<b>Level 3:</b>	<b>Answers that appreciate and explain the value of the source because of its provenance and an understanding of its content in relation to the attitude of white people to the Plains Indians</b> e.g. Source E shows that there was a lot of propaganda aimed at making the whites think that the Indians were savages who did not fight fairly but hid in bushes and jumped out to kill you from behind and the whites would read this and believe it. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	<b>5-6</b>
<b>Level 4:</b>	<b>Answers that develop out of level 3 and evaluate the relative importance, or relationship, of provenance and content or consider the source in the context of other relevant sources</b> e.g. it doesn't show us the atrocities that white people committed on Indians. It is really from a long time after the Indians had been defeated by the whites. This is from 1892 and the Big Horn was in 1876. It is useful because it might be justifying what the whites had done to the Indians by putting them on	<b>7-8</b>

reservations and destroying the buffalo.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

<b>(e)</b>	<b>Why were the Plains Indians so well suited to living on the Great Plains?</b>	<b>10</b>
	<b>Target: An understanding and evaluation of causation. (AOs 1 &amp; 2)</b>	
	<b>Candidates either submit no evidence or fail to address the question</b>	<b>0</b>
	<b>Level 1: Answers that provide general statements, describe single factors or factual details of the Indians' lifestyle on the Great Plains</b> e.g. they had a travois to get around the Plains The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	<b>1-2</b>
	<b>Level 2: Answers that comment briefly on several factors, to do with the well-suited nature of the Indians' way of life on the Great Plains.</b>  e.g. the horse was essential because it gave mobility; the buffalo provided food and clothing. The social set up of the tribes meant that wisdom was shared and groups made decisions. The nomadic lifestyle meant that they did not exhaust the resources in one area.  <b>Answers that identify and explain one factor, in depth to do with the well-suited nature of the Indians' way of life on the Great Plains</b> e.g. the horse meant that they could kill more buffalo and at less danger to themselves. It enabled them to scout ahead and using travois so they could carry more. The horse was a form of wealth that was mobile. The Indian was a superb horseman and could hunt or attack enemies on horseback with great skill. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	<b>3-5</b>
	<b>Level 3: Answers that recognise and explain several factors to do with the well-suited nature of the Indians' way of life on the Great Plains in specific detail</b> e.g. The buffalo offered food to the Indians. It could be preserved and help the tribe survive hard times. The skins provided clothing, shoes and a shelter in the tipi. The horse was a source of wealth and mobility in hunting and warfare. The understanding of nature was important for the Indians because their nomadic lifestyle meant they did not exhaust resources in one area and they used everything they got from the land. Their social structure was designed to make sure the tribe survived. They could have more than one wife and if people became too old to keep up they were left behind... The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	<b>6-8</b>
	<b>Level 4: Answers that develop out of level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved or provide details of the links between factors</b> e.g. the Indians had developed a balance between what the land could offer and needed to survive and what would keep them alive. They understood how to make a life in a barren area and it hinged upon the buffalo. The buffalo	<b>9-10</b>

as the whites eventually realised was key because it gave the Indians the raw materials for shelter and food. Second to the buffalo was the horse. The Indians social systems evolved to get those most out of these two animals...

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

---

**EITHER****Section B Cattlemen and Cowboys****Question 2**

- (a) Why was Texas important in the early development of the cattle industry? **4**
- Target: Understanding of the key features of the period (AO1 & 2)**
- Candidates either submit no evidence or fail to address the question 0**
- Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question. 1-2**  
**Answers will show simple recognition of Texas**  
e.g. Texas was where the Long Horn cattle came from in the 1860s.
- Level 2: Explanation shows understanding in a broader context of the period. 3-4**  
**Answers will show knowledge of some distinctive features of Texas and its contribution to the cattle industry**  
e.g. the state of Texas had many cattle after the American Civil War ended in 1861. The returning ranchers found their ranches over stocked with cattle but with no market for them. This is the origin of the Long Drives. Unfortunately the Texas cattle also had a disease caused by ticks – Texas fever.

<b>(b)</b>	Using <b>Source F</b> and <b>your knowledge</b> , explain why the work of the cowboy was dangerous.	<b>8</b>
<b>Target</b>	<b>Understanding of the key features of the period (AOs 1, 2 &amp; 3)</b>	
	<b>Candidates either submit no evidence or fail to address the question</b>	<b>0</b>
<b>Level 1:</b>	<b>Describes the source only</b>	<b>1-2</b>
	<b>OR</b>	
	<b>Describes the work of the cowboy</b> e.g. the cowboys had to round up the cattle brand them and they sometimes could stampede. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
<b>Level 2:</b>	<b>Considers a singular cause (probably based upon the source offered) and/or mentions other aspects related to the dangers of the cowboy's work.</b> e.g. the cows could stampede because of noises in the night or animals attacking. They could run for several miles and at night that could be dangerous. The cowboys tried to turn them round on themselves to wear them out. But if a cowboy fell off his horse he could be crushed by the cattle like in Source F. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	<b>3-5</b>
<b>Level 3:</b>	<b>Explains more than one cause related to the dangers of the cowboy's work. At this level responses will explain more than one or two aspects apart from those suggested in the source</b> e.g. The cowboy could fall off his horse in a stampede and be crushed. This was especially dangerous at night or over rough ground. Or they might be crushed as they slept. The crossing of rivers could mean the cowboy drowned. There were attacks by rustlers who stole cattle and killed cow hands. This was true near the cow towns like Abilene when the cowboys were tired after a 1500 km journey. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	<b>6-8</b>

- (c) How important were men like Charles Goodnight and John Liff, amongst other factors, in the development of the cattle industry in the West? **12**
- Target: An understanding and evaluation of causation (AOs 1 & 2)**
- Candidates either submit no evidence or fail to address the question 0**
- Level 1: Answers that provide general statements, describe single factors or factual details of the development of the cattle industry. 1-2**  
 e.g. Joseph McCoy was important because he started Abilene. He bought land and built stock pens and advertised the town as a starting point to ship cattle east.  
 The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.
- Level 2: Answers that comment briefly on several factors, to do with the development of the cattle industry. Answers at this level are likely to assume the importance of factor(s) 3-6**  
 e.g. The railroad was very important to the development of the cattle industry because it got the cattle to market. Individuals like Joseph McCoy were important because they built up towns on the railroad to ship cattle to Chicago. The end of the civil war was important because the cattle had bred in Texas. The cowboys were important because they risked their lives to get the cattle to market.
- OR**
- Answers that identify and explain one factor, in depth, to do with the development of the cattle industry which may be the work of men like Goodnight and Liff. Answers at this level are likely to assume the importance of the factor**
- e.g. Goodnight had the vision and energy to try to get cattle northwards for profit. In 1866 he sold cattle to the army in New Mexico and made a big profit. He sold to the US government which was a good customer. He had the idea of ranching on the Plains themselves in 1870, buying land in Colorado. He found that the cattle could survive on the Plains ...  
 The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.
- Level 3: Answers that recognise and explain several factors to do with the development of the cattle industry in specific detail. Answers at this level may begin to evaluate the importance of factor(s). 7-10**  
 e.g. Railroad was a vital way for cattle to get to the markets of the east and the large cities like Chicago. On the railroad inventions like refrigerated cars were important which were developed by Gustavus Swift in the 1880s. The far sighted individuals like Goodnight and Liff were important because they showed the way and how you could make massive profits from cattle. The fact that the Indians had been defeated by the end of the 1870s meant that the cattle industry could expand on the Plains and the Indians on reservations helped form part of the market for beef. The winter of 1886-7 had a big impact because it showed that the methods of open range ranching were not sustainable...  
 The answer demonstrates developed understanding of the rules of spelling,



punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

**Level 4: Answers that develop out of level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved or provide details of the links between factors** 11-12

e.g. The railroad is the most important factor because this allowed access to the markets. Without it there would be no point in the Long Drives. However the industry was afflicted by greed which resulted in the collapse of the industry in 1887, people made too much money too quickly and it could not be sustained...

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

OR

**Section B The Settlement of the West**

**Question 3**

- (a) Why were Mountain Men important? **4**
- Target: Understanding of the key features of the period (AOs 1 & 2)**
- Candidates either submit no evidence or fail to address the question **0****
- Level 1: Explanation shows recognition and simple understanding of the Mountain men mentioned in the question **1-2****  
Answers will show simple recognition of Mountain men.  
e.g. Mountain men were some of the first white people to go on the Plains.
- Level 2: Explanation shows understanding in a broader context of the period. **3-4****  
Answers will show knowledge of some distinctive aspects of the role of the Mountain men.  
e.g. Mountain men lived lives close to the Indians. Some even married Indian women. They trapped animals for fur especially beavers. They were important for gaining knowledge of the routes across the Plains that the first settlers to the West used. It was a dangerous life.

---

<b>(b)</b>	Using <b>Source G</b> and <b>your knowledge</b> , explain why the journey west was a dangerous and difficult one for white people.	<b>8</b>
	<b>Target: Understanding of the key features of the period (AOs 1, 2 &amp; 3)</b>	
	<b>Candidates either submit no evidence or fail to address the question</b>	<b>0</b>
	<b>Level 1: Describes the source only</b>	<b>1-2</b>
	<b>OR</b>	
	<b>Describes migrants and their journey</b> e.g. the trip was dangerous. It was over 1500 km and took many weeks. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
	<b>Level 2: Considers a singular aspect (probably based upon the source offered) and/or mentions other aspects related to the dangers facing migrants</b> e.g. the white people could be attacked by Indians and killed, that is why it was best to travel in groups and form a circle at night. Sometimes the Indians would barter or they would just attack like in the picture. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	<b>3-5</b>
	<b>Level 3: Explains more than one aspect related to the dangers facing migrants.</b>	<b>6-8</b>
	At this level responses will explain more than one or two aspects apart from those suggested in the quotation e.g. It was dangerous because you could lose your way and there could be floods. You had to cross the Plains and the Rockies and Sierras before the winter set in or you could end up stuck like the Donner party. The rough terrain meant you might have to repair your wagon. Illness could strike at any time and there were no doctors available. You needed enough food and water as well... The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	

---

- 
- (c) How important was the railroad, amongst other factors, in the development of the West? **12**
- Target: An understanding and evaluation of causation (AOs 1 & 2)**
- Candidates either submit no evidence or fail to address the question 0**
- Level 1: Answers that provide general statements, describe single factors or factual details of the railroad or the development of the west. 1-2**  
 e.g. the whites wanted the land because there was overcrowding in the East  
 The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.
- Level 2: Answers that comment briefly on several factors, to do with the development of the West. 3-6**  
 Answers at this level are likely to assume the importance of factor(s)  
 e.g. the government was keen to link up the East and West coast. They encouraged the railroad. The destruction of the Indians' way of life was important so the army helped achieve that.
- Answers that identify and explain one factor, in depth to do with the development of the West which may be the railroad.**  
 Answers at this level are likely to assume the importance of the factor  
 e.g. The railroad was a key factor because it brought troops onto the Plains and they build forts. The railroad also brought white settlers to farm. The railroad took the meat of the cattle ranches to the hungry cities of the East.  
 The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.
- Level 3: Answers that recognise and explain several factors to do with the development of the West in specific detail. 7-10**  
 Answers at this level may begin to evaluate the importance of factor(s)  
 e.g. The railroad was important because it brought troops onto the Plains and they build forts. The railroad also brought white settlers to farm and the technology they needed to do this - threshers and balers etc. The railroad took the meat of the cattle ranches to the hungry cities of the East, this allowed the cattle industry to flourish and make money. However other factors such as the government was important because it not only encouraged the railroad but brought law and order to the West by appointing judges. The government ran the army which cleared the Indians off the Plains to make way for the white homesteaders....  
 The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.
- Level 4: Answers that develop out of level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved or provide details of the links between factors 11-12**  
 e.g. The driving force behind the development of the West was the government and they believed in and promoted the idea of Manifest Destiny.
-

Following this idea it was right that the whites with their superior force should chase the Indians off the Plains and use the white technology to link east and West and exploit the resources of the Plains...

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

**UMS conversion calculator:** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)