



**General Certificate of Secondary Education  
June 2012**

**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 students' 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 students' 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 students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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**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)**

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

- **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 students' attainment by **outcome** and to reward **positively** what the students 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.

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**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 students 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 students 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, eg 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 student 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 student 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 students 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 students to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the student's level of critical thinking determines this**. Remember that the **number** of points made by a student 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 student'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 students 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, eg 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 Mormons**

**Question 1**

<b>(a)</b>	What do <b>Sources A and B</b> suggest about the Mormons?	<b>4</b>
	<b>Target: Comprehension and inference from historical sources (AO3).</b>	
	Candidates either submit no evidence or fail to address the question	<b>0</b>
	<b>Level 1: Answers that select details from the sources.</b> Eg Source A shows the wives and babies all having a fight.	<b>1</b>
	<b>Level 2: Answers that draw a simple inference from the sources.</b> Eg the picture shows that the Mormons were not liked by the non-Mormons. Source B shows they were feared.	<b>2-3</b>
	<b>Level 3: Answers that develop a complex inference from the sources.</b> Eg the non-Mormons saw that the Mormons threatened to undermine their lifestyle. Politically, they are a threat through breeding and encouraging the slaves, morally they are ridiculed as in Source A and socially they are looked down on.	<b>4</b>
<b>(b)</b>	What different view of the Mormons is suggested by <b>Sources C and D</b> ? Explain your answer using <b>Sources A, B, C and D.</b>	<b>6</b>
	<b>Target: Comprehension and inference from a comparison of historical sources (AO3).</b>	
	Candidates either submit no evidence or fail to address the question.	<b>0</b>
	<b>Level 1: Answers that select details from Sources C and/or D.</b> Eg Source C shows the Mormons in a very pleasant room with elegant dresses and paintings.	<b>1-2</b>
	<b>Level 2: Answers based on a comparison of details in source(s) C/D and Source(s) A/B.</b> Eg the impression in Source A is that the Mormons have lots of wives who fight but in Source C they play music and sing together.	<b>3-4</b>
	<b>Or</b>	
	<b>Answers based on simple inference(s) from source(s) C/D and Source(s) A/B.</b> Eg the impression in Source A is a violent one, the wives are fighting but in the Sources C and D they appear peaceful, playing music and singing.	<b>3-4</b>
	<b>Level 3: Answers based on complex inferences in Sources C/D and Source(s) A/B.</b> Eg in Source A the Mormons are a threat because they are growing in numbers as they have lots of babies, and are uncivilised and low class, associating with slaves in B. In C and D the Mormons are shown as superior high-class, cultured people who are advanced by giving women the vote and treating them well.	<b>5-6</b>



(c)	Why do you think <b>Sources A</b> and <b>B</b> have a different view 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.	<b>8</b>
	<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>	
	Candidates either submit no evidence or fail to address the question	<b>0</b>
	<b>Level 1: Answers that select details from sources</b> <b>Or</b> <b>Answers that say how the sources are different.</b> Eg they are different because Source A does not like the Mormons and Source D does like them. 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 based on simple reasoning based on differences in author, audience, time or place.</b> Eg Source A was drawn by a non-Mormon in 1840 but Source D is from a Mormon woman in 1870. 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: 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. Eg Source A and B are from non-Mormons who express fear of the growing numbers of Mormons. It is before they settled in Salt Lake City. However, Sources C and D are inspired by the Mormons and written after Salt Lake City was founded. 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: Answers that develop out of level 3 and provide some explanation of the links between reasons for the source differences.</b> Eg the authors of the Sources A and B are ignorant of the Mormons and may wish to portray them as a threat, the Mormons searched for a permanent home under Joseph Smith. The readership would want their fears supported in the local press and the suggestion that the Mormons' polygamy is unchristian. The Source D is by a Mormon woman who is well qualified to talk about the advantages of polygamy and Source C shows how the Mormons might like the world to see polygamy. Both of these sources are after Salt Lake City was founded under Brigham Young's leadership and the audience for Sources C and D is possibly national as part of a campaign to join the union, which Utah did in 1890. 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>7-8</b>

<b>(d)</b>	How useful is <b>Source E</b> for understanding why white people went West?	<b>8</b>
	<b>Target: An evaluation of utility (AOs 1, 2 &amp; 3).</b>	
	Candidates either submit no evidence or fail to address the question.	<b>0</b>
	<b>Level 1: Answers that assert a source or sources is/are useful or not because it/they tell(s) us something about white people going West.</b>	
	Answers may select details from the sources to support the answer. Eg Source C is useful because it shows all the wagons going over the hills and how difficult it was for them.	<b>1-2</b>
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
	<b>Level 2: Answers that explain that one source is useful or not because of its provenance in relation to why white people went West.</b>	
	Eg Source C is useful because it shows that this image was widely seen and so it must have inspired them, and the government paid for it so they supported it.	
	<b>Or</b>	
	<b>Answers that explain that Source E is useful or not through an understanding of its content in relation to why white people went West.</b>	<b>3-4</b>
	Eg Source C is useful because it was at a time when the West was opening up in the 1860s. It shows the West as a golden place with lots of land for people. It suggests that they won't be alone and it is a place for families and women to make a new life.	
	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>Level 3: Answers that appreciate and explain the value of the source because of its provenance and an understanding of its content in relation to why white people went West.</b>	
	Eg Source C shows that there was a lot of propaganda aimed at making people believe in the dream of a better life in the West. The east coast government wanted the West opened up and this promising picture would entice lots of settlers. Giving a prominent place in a government building shows that this idea was central to their thinking. The flow of people in the picture makes it seem inevitable and irresistible.	<b>5-6</b>
	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, or relationship, of provenance and content or consider the source in the context of other relevant sources.**

Eg the source is an example of the idea of manifest destiny. The whites were meant to do this to fulfil God's purpose. The picture doesn't tell us all the reasons why they went west but this is powerful propaganda. It suggests the idea of an empire – a white empire and a golden place for them and a reward for their struggles. The government are endorsing the idea with this image and others like it in the 1860s.

**7-8**

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>	Why was it difficult for white people to settle on the Great Plains?	<b>10</b>
	<b>Target: An understanding and evaluation of causation (AOs 1 &amp; 2).</b>	
	Candidates either submit no evidence or fail to address the question.	<b>0</b>
	<b>Level 1: Answers that provide general statements, describe single factors or factual details of the difficulties for white settlers.</b>	
	Eg they had a problem getting water. They had no timber for houses or fuel.	<b>1-2</b>
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
	<b>Level 2: Answers that comment briefly on several factors, to do with the difficulties for white settlers on the Great Plains.</b>	
	Eg there was a problem of insects like grasshoppers that ate the crops. The big problem was water; this could cause all your crops to fail. Digging a well was a solution but it was expensive and no guarantee of finding water. Drought in summer and severe cold in winter could damage or destroy crops. Ploughing the soil was a back breaking task. The ground was so hard it broke cast iron ploughs.	
	<b>Answers that identify and explain one factor, in depth to do with difficulties for white settlers on the Great Plains.</b>	<b>3-5</b>
	Eg there was a problem of insects such as grasshoppers – they ate all the crops. They swept across the prairies in 1871, 1874 and 1875. Hundreds of acres of cornfields disappeared in a few hours. One column was said to be 240 km wide.	
	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>Level 3: Answers that recognise and explain several factors to do with the difficulties for white settlers on the Great Plains in specific detail.</b>	
	Eg the technology available was not up to the problems the Plains posed when the whites tried to settle. The ploughs broke because the prairie had never been ploughed and the tangled roots of the grass made the ground too tough. There was not enough timber for housing or fuel so they lived in sod houses and burnt buffalo dung to keep warm in the cold winters. The hard work of the farmers made it possible. This is especially true of the women but as so much was manual labour strong sons were a help. In order to settle you needed to make a living usually from farming. But you needed a lot of land to make a go of it; the government's Homestead Act (1862) was not enough land to support a family. Early settlers on the Plains did not have enough water to either grow plants or graze animals. The crops that the early settlers brought would not stand up to the climate on the Plains.	<b>6-8</b>
	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.**

Eg the early settlers did not have the technology to tame the Plains and make farming there profitable. Getting themselves to the Plains was as much a problem as getting their produce out to market. Apart from the social and personal problems of isolation and the fact that the Indians weren't cleared off the Plains before the 1880s, the technology only started to become available in the late 1870s for example the wind pumps and barbed wire was invented in 1874 by Joseph Glidden. The railroad was the big development in 1869 helping transport produce and machinery.

**9-10**

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 The Great plains Indians and the Great Plains**

**Question 2**

- (a) Why were dances important to the Plains Indians? **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 dances to the Plains Indians.  
 Eg the sun dance was designed to get the help of the spirits.
- Level 2: Explanation shows understanding in a broader context of the period.** **3-4**  
 Answers will show knowledge of some distinctive features of dances to the Plains Indians.  
 Eg the sun dance is a way of gaining the support of the spirits. Dances were a way of communicating with the spirit world when there was famine, drought or war. Braves tried to show their worthiness to the spirits so that they would be helped. They did this by accepting pain in the Sundance. An important Sundance was done by Sitting Bull before the battle of the Little Big Horn, 1876, (Battle of the Greasy Grass).

<b>(b)</b>	Using <b>Source F</b> and <b>your knowledge</b> , explain why the Plains Indians did not trust white people.	<b>8</b>
<b>Target</b>	<b>Understanding of the key features of the period (AOs 1, 2 &amp; 3).</b>	
	Candidates either submit no evidence or fail to address the question.	<b>0</b>
<b>Level 1:</b>	<b>Discusses the source only.</b> <b>Or</b> <b>Describes the Plains Indians and White people.</b> Eg the white people moved on to the sacred lands of the Indians.	<b>1-2</b>
	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 Indians' lack of trust in white people.</b> Eg many Indian chiefs had been promised that the white people would not take their land. But Custer was sent into the Black Hills in Dakota and said there was gold there. This broke the 1868 Fort Laramie Treaty. Miners flooded in.	<b>3-5</b>
	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>Level 3:</b>	<b>Explains more than one cause related to the Indians' lack of trust in white people. At this level responses will explain more than one or two aspects apart from those suggested in the source.</b> Eg the Indians did not understand the way of life of the white people. The Indians were nomadic but the whites lived in houses and settled. This made them not trust the whites because they did not understand the whites. All of the promises the white people made were broken. At Sand Creek the massacre happened and it looked as though the white people's army had broken its word. This caused distrust.	<b>6-8</b>
	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>(c)</b>	<b>How important were the actions of General George Custer, amongst other factors, in causing the defeat of the Seventh Cavalry at the Battle of the Little Big Horn?</b>	<b>12</b>
	<b>Target: An understanding and evaluation of causation (AOs 1 &amp; 2).</b>	
	Candidates either submit no evidence or fail to address the question.	<b>0</b>
	<b>Level 1: Answers that provide general statements, describe single factors or factual details of the defeat of the Seventh Cavalry.</b> Eg Custer was very important. He rushed into the attack and the Indians were ready.	<b>1-2</b>
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
	<b>Level 2: Answers that comment briefly on several factors, to do with the defeat of the Seventh Cavalry. Answers at this level are likely to assume the importance of factor(s).</b> Eg the Indians were fired up about fighting the whites. Sitting Bull's sun dance had inspired them. They knew the local terrain and where to cross the Rosebud River. They had better rifles. Custer's men were exhausted after a long ride. <b>Or</b> <b>Answers that identify and explain one factor, in depth, to do with the defeat of the Seventh Cavalry which may be the role of Custer. Answers at this level are likely to assume the importance of the factor.</b> Eg the Indians did not run away as Custer expected. Custer underestimated the number of Indians involved. The role of Custer was very important. Custer changed his battle plans after he had sent some of his men into battle.	<b>3-6</b>
	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>Level 3: Answers that recognise and explain several factors to do with the defeat of the Seventh Cavalry in specific detail. Answers at this level may begin to evaluate the importance of factor(s).</b> Eg the role of Custer was central to the defeat of the Seventh Cavalry in the way that it happened. However, there were other factors involved. The Indians had better weapons in the Winchester Repeating rifles rather than the cavalrymen's Springfield single shot rifle. The poor leadership of Custer can be contrasted with the inspired leadership of Crazy Horse.	<b>7-10</b>
	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.**

Eg Custer's character - his arrogance and ambition combined to make him so sure of himself that he made poor strategic decisions. Working on the success of his Washita River campaign he thought similar tactics would work. But he was operating against a different class of opponent in Sitting Bull and Crazy Horse. Had there been another leader of the Seventh Cavalry, perhaps, Benteen, then there would not have caused the death of all the men under his command.

**11-12**

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 Law and Order**

**Question 3**

- (a) Why were vigilantes important for law and order in the West? **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 Vigilantes mentioned in the question.** **1-2**  
 Answers will show simple recognition of vigilantes.  
 Eg the vigilantes were people who took the law into their own hands. If they caught a criminal they would hang him.
- 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 Vigilantes.  
 Eg the vigilantes took vengeance on people they thought had committed crimes. The leading local citizens often led them. Their punishments often involved hanging or whippings. Sometimes the citizens only had themselves to blame because they would not pay for an adequate police force. A local Vigilance committee could be set up to warn, apportion blame and punish wrongdoers. They represented a solution to, and product of, the lawlessness of the West.

<b>(b)</b>	Using Source G and your knowledge, explain how the problems caused by gunslingers and gangs were solved.	<b>8</b>
	<b>Target: Understanding of the key features of the period (AOs 1, 2 &amp; 3).</b>	
	Candidates either submit no evidence or fail to address the question.	<b>0</b>
	<b>Level 1: Discusses the source only</b> <b>Or</b> <b>Describes gunslingers and gangs.</b> Eg Billy the Kid killed people and was involved in the Lincoln County war in 1878.	<b>1-2</b>
	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 gangs and gunslingers.</b> Eg the posses and sheriff hunted the notorious criminals and brought them to justice. Often there were newspaper articles and posters that warned people about the gunslingers.	<b>3-5</b>
	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>Level 3: Explains more than one aspect related to gangs and gunslingers.</b> At this level responses will explain more than one or two aspects apart from those suggested in the quotation. Eg many of the territories in the West wanted to become states and so as time went by they had to clean up the law and order and prove themselves worthy such as in Tombstone. As more homesteaders moved onto the Plains there was less room for lawlessness. Judges were appointed; marshals and sheriffs brought law and order. The railroad employed the Pinkerton Detective Agency to capture notorious criminals like the James-Younger gang.	<b>6-8</b>
	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 were cattle crimes and disputes, amongst other factors, in causing violence and lawlessness in the American West?	<b>12</b>
	<b>Target: An understanding and evaluation of causation (AOs 1 &amp; 2).</b>	
	Candidates either submit no evidence or fail to address the question.	<b>0</b>
	<b>Level 1: Answers that provide general statements, describe single factors or factual details of the cattle crimes or lawlessness of the west.</b> Eg the herds of cattle roaming freely on the Plains were an easy target for the rustlers. Brand marks could be altered.	<b>1-2</b>
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
	<b>Level 2: Answers that comment briefly on several factors, to do with the violence and disorder of the West.</b> Answers at this level are likely to assume the importance of factor(s). Eg the presence of so much gold and people had little protection and few banks. If you were robbed then the system of values in the West meant that you had to look out for yourself and settle your own problems. The willingness to resort to violence affected big business like cattle barons and the railroads.	
	<b>Answers that identify and explain one factor, in depth to do with the violence and disorder in the American West which may be the cattle crimes and disputes.</b>	<b>3-6</b>
	Answers at this level are likely to assume the importance of the factor. Eg one cause of lawlessness was due to racial attacks. Many Chinese people migrated to the US where they helped build the railroads. They were often attacked in mining and cow towns. People were frightened about competition for jobs. In 1885 in Rock Springs, Wyoming 51 Chinese people were killed in a racial attack.	
	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>Level 3: Answers that recognise and explain several factors to do with the violence and disorder in the American West in specific detail.</b> Answers at this level may begin to evaluate the importance of factor(s). Eg robberies and violence were the main cause of lawlessness. Law and order was a problem because of the large distances between places. The different groups of people such as blacks, Chinese, Europeans, Mexicans and Indians made a volatile mix. There were many potential economic conflicts between homesteaders and ranchers, cowboys and townsfolk cattle barons and small ranchers. There was a shortage of law enforcement officers and government did not spend money of training or enforcement. Cattle rustlers were a serious problem as the Johnson County War shows.	<b>7-10</b>
	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.  
Eg the great distance between settlements and the weakness of the system for catching criminals meant that violence and disorder could flourish and it was simply very hard to catch wrongdoers.

**11-12**

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.