



General Certificate of Secondary Education

GCSE History Unit 2 Option A
Specification A

Unit 2 The American West, 1840–1895

Specimen Mark Scheme

Version for 2013 onwards (including Spelling, Punctuation and Grammar)

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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GENERAL CERTIFICATE OF SECONDARY EDUCATION
HISTORY SPECIFICATION A

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"> • key concepts: causation, consequence, continuity, change and significance within an historical context • key features and characteristics of the periods studied and the relationship between them 	30
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none"> • a range of source material as part of an historical enquiry • how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry 	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 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, 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 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, 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.

- **The Final Mark Scheme**

The final mark scheme will be decided at the standardising meeting after full discussion of both the mark scheme and the scripts selected by the Principal Examiner for marking at the standardising meeting. At all stages, care will be taken to ensure that all candidates are treated fairly and rewarded for their positive achievements on the paper.

- **Post Standardising Meeting**

After the examiners' standardising meeting, examiners may encounter answers which do not fit the agreed mark scheme but which are worthy of credit. These should be discussed with the Team Leader over the telephone. Such answers should be assessed 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 mark scheme, it must be awarded a corresponding mark, with a brief note provided on the script to explain why.

E: ASSESSMENT OF SPELLING, PUNCTUATION AND GRAMMAR

Spelling, punctuation and grammar will be assessed via questions 2(c) and 3(c). Four marks will be allocated for Spelling, Punctuation and Grammar in this question. The performance descriptions are provided below.

High performance

(4 marks)

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Intermediate performance

(2-3 marks)

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

Threshold performance

(1 mark)

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

The marks allocated for Spelling, Punctuation and Grammar will achieve a total weighting of 5% of the total marks for the qualification.

Paper 2: The American West
Section A Farming on the Great Plains

Question 1

- (a) What do **Sources A and B** suggest about life on the Plains? **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**
 eg Source A shows a nice log cabin and they are welcomed home from hunting. Source B says that the soil is fertile. **1**
- Level 2: Answers that draw a simple inference from the sources**
 eg the picture shows that there is a good life to be had here because there are crops growing and plenty of animals to hunt and water flowing. They could plough the land. **2-3**
- Level 3: Answers that develop a complex inference from the sources**
 eg the scene would appeal to the Europeans (Source A). It could be Norway (Source B). It seems idyllic. There is easy access (Source B) but Minnesota is just on the north-eastern part of the Plains. The fertility of the soil is seen in the crops growing and a storage barn (Source A). **4**
- (b) What different impression of life on the Plains is suggested by **Sources C and D**? Explain your answer using **Sources A, B, C and D**. **6**
- 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**
 eg Source B (ii) says that he would get wet in bed. **1-2**
- Level 2: Answers that provide a simple comparison based on the details of the sources**
 eg the impression in Source A is that the land is good but in Source C it looks dirty and barren with only one cow. **3-4**
OR
Answers that use the sources but provide an inference
 eg the impression in Source A is highly attractive but in Source C it is just a sod house. Timber was very expensive on the Plains.
- Level 3: Answers that develop an understanding or draw an inference about a view based on the details of the sources**
 eg in Source A the impression is one of abundance and richness but in Source C the life does not look very comfortable. In Source A there is plenty of food from farming and hunting and they look happy but in Source C the conditions look like they would be miserable and have a hard life. There was little wood on the Plains. It had to be brought by rail so they would just use it for the frames of doors and windows like in Source C. **5-6**

(c)	<p>Why do you think Sources A and B give a different impression to Sources C and D? Explain your answer using Sources A, B, C and D and your knowledge.</p>	8
	<p>Target: Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances (AO1/2/3)</p> <p>Candidates either submit no evidence or fail to address the question</p>	0
	<p>Level 1: Answers that select details from sources OR answers that say how the sources are different eg they are different because A is a painting and C is a photograph. 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>Level 2: Answers based on simple reasoning based on differences in author, audience, time or place eg Source B was written about Minnesota in 1869 and the picture (Source A) is 2 years earlier. Source C shows real people who have made a life there and Barns (Source D) did live there from 1878 onwards. 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>Level 3: Answers based on developed reasoning based on differences in author, audience, time or place Answers will probably be based on how the authors acquired information or their intentions in writing. eg Source A paints a rosy view of the Plains in order to attract people. This was especially true of European settlers who would like the sound of Hansen's letter (Source B) because it made the Plains seem like home – Norway. Source C shows the reality of the Plains with real people in the picture and their real home. They don't appear to have as rich a life as the people in the picture in Source A. They only have one cow. Source B is written to appeal to people who have little to live on and are poor. Palmer travelled widely so she knew something about the Plains. Source D describes the way of life and the harsh realities of how they live from first-hand experience. 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>Level 4: Answers that develop out of level 3 and provide some explanation of the links between reasons for the source differences eg the intentions of the authors in the sources are very important and different. Both her painting (Source A) and the letter (Source B) had wide audiences at the time in order to attract people. The railway might want this and the Trans Continental railway was finished in 1869 when Hansen wrote. Source D documents the life on the Plains for history. The people in the photograph (Source C) and Barns (Source D) are proud of what they have achieved and want to announce that and save it for people in the future. By this time the Plains were more heavily populated and they didn't need to attract people. There are many photographs like this. However normally few people would see this photograph. 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

(d)	How useful is Source E for understanding the problems faced by white people who farmed on the Plains?	8
	Target: An evaluation of utility (AO1/2/3)	
	Candidates either submit no evidence or fail to address the question	0
	Level 1: Answers that assert a source or sources is/are useful or not because it/they tell(s) us something about the white people on the Plains Answers may select details from the sources to support the answer. eg Source E is useful because it shows the Indians attacking the homesteaders and scalping them. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	1-2
	Level 2: Answers that explain that one source is useful or not because of its <i>provenance</i> in relation to the problems of the white people who farmed on the Plains eg Source E is useful because it shows that by 1887 they could make fun of the problems because they had been solved. They no longer believed that these were real problems. OR Answers that explain that Source E is useful or not through an understanding of its <i>content</i> in relation to the problems of the white people who farmed on the Plains eg Source E is useful because it shows that there was a problem with insects that ate the crops, so homesteaders could go hungry. Grasshoppers were a particular problem and beetles like in the cartoon. 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.	3-4
	Level 3: Answers that appreciate and explain the value of the source because of its <i>provenance</i> and an understanding of its content in relation to the problems of the white people who farmed on the Plains eg Source E is useful because it shows that although there were lots of problems by 1887 they could begin to poke fun at them. These complaints like grasshopper attack, Indians scalping people, claim jumpers were beginning to be less important as the West became more civilised by the white people. Sometimes they solved the problem of law and order by forming vigilante groups. There are certainly a large number of problems shown in the picture but some are not shown such as the isolation, problems of medical care and the hard work caused by the tough soil and the lack of water. 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.	5-6

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 it doesn't show us the real impact of insect attack or how many people gave up and this picture is generalised. These problems wouldn't all happen together and for some homesteaders they might never happen. Diary extracts or letters would be better evidence.

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.

(e)	Why were white people able to settle and farm successfully on the Great Plains?	10
	Target: An understanding and evaluation of causation (AO1/2)	
	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 white people farming on the Great Plains eg they used a wind pump to get water. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	1-2
	Level 2: Answers that comment briefly on several factors, to do with white people farming on the Great Plains eg the farmers used new methods of ploughing – dry farming because water was short. The Indians became less of a problem. The Timber and Culture Act gave another 160 acres to homesteaders. This meant that they could make a decent living. The railroad helped bring machinery. OR Answers that identify and explain one factor, in depth to do with white people farming on the Great Plains eg technology helped a lot. The farmers overcame the problem of getting water by using wind pumps after 1874 when they were invented. The wind pump was self governing and pumped water day and night. Barbed wire was invented in 1874 by Joseph Glidden. This helped because it was used to fence in crops and protect them. 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.	3-5
	Level 3: Answers that recognise and explain several factors to do with white people farming on the Great Plains in specific detail eg technology was very important in taming the Plains. Barbed wire, wind pumps and Turkey Red all helped. The use of a particularly strong plough – the sodbuster – enabled crops to be sown more easily, but inventions alone could not overcome all the difficulties. The hard work of the farmers made it possible. This is especially true of the women. In order to settle you needed to make a living usually from farming. The government helped because it passed the Timber and Culture Act (1873) which gave another 160 acres to homesteaders. This meant that they could make a decent living. Under the Homestead Act (1862) they did not get enough land. 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.	6-8
	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 commercial success of the farmers was ensured by the railroad that took products to the large cities and brought the new technology such as reapers, binders and threshers. 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.	9-10

EITHER

Section B Law and Order

Question 2

- (a) Why were sheriffs and marshals important? **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**
Answers will show simple recognition of sheriffs and marshals **1-2**
 eg the sheriffs and the marshals tried to keep law and order in the towns. It was a dangerous and badly paid career.
- Level 2: Explanation shows understanding in a broader context of the period**
Answers will show knowledge of some distinctive features of sheriffs and marshals **3-4**
 eg the work of sheriffs and marshals was very difficult and dangerous. The US marshals were appointed by the President to look after a state or territory. They had deputy marshals who looked after a smaller area. Sheriffs were elected by the people of a county for two years. They had a large area and did not do much good. Some towns had a marshal. The worst example of a sheriff was Henry Plummer who led a band of outlaws in Montana. He was hanged by Vigilantes.

(b)	Using Source F and your knowledge , explain why law and order was a problem on the Great Plains.	8
Target	Understanding of the key features of the period (AO1/2/3)	
	Candidates either submit no evidence or fail to address the question	0
Level 1:	Discusses the source only OR Describes the lack of law and order eg after the civil war some ex-confederates turned to bank robbery, like the famous James-Younger gang. There was cattle rustling and claim jumping. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	1-2
Level 2:	Considers a singular cause (probably based upon the quotation offered) and/or mentions other aspects related to the lack of law and order 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. 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.	3-5
Level 3:	Explains more than one cause related to the lack of law and order. At this level responses will explain more than one or two aspects apart from those suggested in the quotation eg 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 townfolk, cattle barons and small ranchers. There was a shortage of law enforcement officers and the government did not spend money on training or enforcement. 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.	6-8

(c)	How important were the actions of the government, amongst other factors, in trying to overcome the problem of law and order?	12
	Target: An understanding and evaluation of causation (AO1/2)	
	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 actions of the government eg the government often sent in troops to sort the violence out like in the Johnson County War in 1892. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	1-2
	Level 2: Answers that comment briefly on several factors, to do with overcoming the problem of law and order. Answers at this level are likely to assume the importance of factor(s) eg the government helped because it appointed judges. Vigilantes made everyone think twice about committing crimes. As homesteaders settled the Plains became more civilised and peaceful. The marshals and sheriffs helped to give some law and order. OR Answers that identify and explain one factor, in depth, to do with overcoming the problem of law and order which may be the actions of government. Answers at this level are likely to assume the importance of the factor eg when a territory had 60,000 inhabitants it could become a state in the Union. It would choose its own governor and take responsibility for finance. The idea was that federal, town and county officials would provide law and order. Government action helped by providing a system of law and order. 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.	3-6
	Level 3: Answers that recognise and explain several factors to do with overcoming the problem of law and order in specific detail. Answers at this level may begin to evaluate the importance of factor(s) eg the government appointed judges – three for each state or territory. They also appointed US marshals to each state. Government action was not the only thing making the West a safer place. The victims became stronger. The railway companies introduced express cars made entirely of steel and containing armed guards. They put posse vans full of armed men ready for pursuit. Train robberies reached a peak in 1900 and then began to tail off. The stage coaches had armed guards as well ‘to ride shotgun’. There were also Ranger forces in Texas and in Arizona who were a mounted police force. The Pinkerton Detective Agency was started in 1850. It hunted down armed gangs like the James gang. 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.	7-10

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 government operated slowly to bring law and order to the West. They sent in the army to quieten down Johnson County and they had dealt with the Indians. The President appointed judges and the government encouraged the homesteaders they were the ones who stayed after the cattle men had gone so their presence increased the law and order of the West. The railroad put pressure on the government and the government released more land. This in turn made the West more peaceful. **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.

SPaG Spelling, Punctuation and Grammar (4 marks)

Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately. **1**

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility. **2-3**

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision. **4**

OR

Section B The Mormons

Question 3

- (a) Why was Joseph Smith important? **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 Joseph Smith.
- 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 Joseph Smith.
 eg Joseph Smith published 'The Book of Mormon'. He was inspired by the angel 'Moroni'. Smith set about building Christ's kingdom on earth. They were God's special people on earth.

(b)	Using Source G and your knowledge explain why Mormon beliefs and actions often caused conflict with non-Mormons between 1830 and 1844.	8
	Target: Understanding of the key features of the period (AO1/2/3)	
	Candidates either submit no evidence or fail to address the question	0
	Level 1: Discusses the source only OR Describes Mormon beliefs and actions eg the Mormon bank went bust and people lost money. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	1-2
	Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to why conflict would be caused by Mormon beliefs and actions eg the Mormons had more than one wife. This is polygamy. Non-Mormons were shocked by this. It went against Christian teaching. Many non-Mormons thought it would lead to there being more Mormons than non-Mormons. 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.	3-5
	Level 3: Explains more than one aspect related to why conflict would be caused by Mormon beliefs and actions At this level responses will explain more than one or two aspects apart from those suggested in the quotation eg the Mormons upset many non-Mormons with their polygamy. Joseph Smith had more than one wife and his bodyguard, John Scott, had five wives. Even some Mormons thought polygamy was wrong. Non-Mormons feared the Mormons would outbreed them and that polygamy was immoral. The Mormons had their own army the Danites. To many non-Mormons this also pointed to a Mormon takeover. When Joseph Smith wanted to stand for President of the United States they were really alarmed. Some Mormons supported the Indians and slaves. These attitudes and ideas upset other 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.	6-8

- (c) How important was the leadership of Brigham Young in both leading the Mormons to the Great Lake and then settling there? **12**
- Target: An understanding and evaluation of causation (AO1/2)**
- 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 Brigham Young or the Mormons**
 eg the Mormon leader was Brigham Young who decided to head for the Great Salt Lake. He knew it belonged to Mexico so the US government had no control there. It was very isolated. **1-2**
 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 Mormons move and settlement at the Great Salt Lake**
 Answers at this level are likely to assume the importance of factor(s) eg the Mormons were able to move west because they were obedient and disciplined. They had great faith. They were organised efficiently, Young was an excellent leader. He decided that they would not own land or water. The attitude of the US government eventually helped the Mormons.
OR
Answers that identify and explain one factor, in depth to do with the Mormons move and settlement at the Great Salt Lake which may be the leadership of Brigham Young **3-6**
 Answers at this level are likely to assume the importance of the factor eg the leadership of Brigham Young was very good. He was an excellent organiser. His planning and instructions were clear and thoughtful. He set up a hierarchy of leadership for the wagon trains. Young was also intelligent in how the land at the Salt Lake should be used and shared.
 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 Mormons move and settlement at the Great Salt Lake in specific detail**
 Answers at this level may begin to evaluate the importance of factor(s) eg the leadership of Brigham Young was the dominant factor in the success of the journey and settlement. He was the organising genius for the journey who ensured most Mormons got there and through the Perpetual Emigration Fund continued to replenish and invigorate the community. Young made crucial decisions about land ownership and water rights. He insisted on discipline and everyone obeyed him. The determination and resourcefulness of the Mormons meant that they were successful. Many Mormons died on the journey and most suffered cold, hardship and illness but they got through. Despite the luck and personal qualities of the Mormons, Brigham Young's leadership made sure that the best advantage was made of the circumstances and opportunities that were available. **7-10**
 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 luck played a part when the Mormons were fortunate with the policy of the US government, in particular President Lincoln's decision to 'plough round them'. The US government could have been more aggressive towards them after the Meadow Mountain Massacre in 1857. **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.

SPaG Spelling, Punctuation and Grammar (4 marks)

Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately. **1**

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility. **2-3**

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision. **4**