



## **General Certificate of Secondary Education**

# **History 3041/6**

## *Specification A*

**Paper 2    Option A American West**

# **Mark Scheme**

*2007 examination - June series*

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.

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## GENERAL CERTIFICATE OF SECONDARY EDUCATION

### HISTORY SPECIFICATION A

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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.

- **The Assessment Objectives**

The revised specifications have addressed 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. For this reason, assessment objective 6.1 (recall, select and deploy knowledge) underpins candidate attainment in the other two objectives, 6.2 and 6.3.

The schemes of marking for the revised specifications reflect these underlying principles.

- **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.

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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 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 **mid-range within the level**, where that level covers more than two marks. If the range covers an even number of marks, start at the higher mark, e.g. start at 3 in a 4-mark range, or at 2 in a 2-mark range. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making decisions away from the middle of 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.

Move up or down from this mid-range mark by considering 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 **written communication skills** (see Section D).

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.

It is very important that Assistant Examiners **do not** start at the lowest mark within the level and look for reasons to increase the level of reward from that lowest point.

This will depress marks for the question paper as a whole and will cause problems of comparability with other question papers within the same specification or with those of other specifications.

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: QUALITY OF WRITTEN COMMUNICATION SKILLS**

There is no longer a separate mark to be awarded to the candidate for accurate spelling, punctuation and grammar. Instead, as outlined in Section C above, the candidate's quality of written communication skills will be one of the factors influencing the actual mark within a level of response the examiner will award an answer – particularly a more extended one. In reading an extended response the examiner should therefore consider if it is cogently and coherently written, i.e. is the answer:

- **presenting relevant information in a form that suits the purpose**
- **legible, with accurate spelling, punctuation and grammar**
- **in an appropriate style with a suitable structure?**

#### **E: 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.

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- **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.

**F: THE PRE-STANDARDISING AND STANDARDISING MEETING**

- **The review of the mark scheme between the examination and standardising meeting**

After the examination but before the main Standardising Meeting, the Principal Examiner and the Team Leaders will have met to discuss the mark scheme in the light of candidates’ actual responses and re-draft where necessary. The re-draft of the mark scheme will be made available to Assistant Examiners at the Standardising Meeting. Through this *post-hoc review procedure* the marks will have been allocated in the expectation that candidates will achieve all the levels identified and no others. Adjustments will have been made to cater for candidates reaching higher levels than those provided for, to remove marks allocated to levels which candidates have not reached, or to enhance discrimination in cases where large numbers of candidates are bunched at the same level.

- **Prior Marking**

It is important that all examiners scrutinise at least 25 scripts before the main standardising meeting and note such things as: alternative interpretations of questions made by candidates; answers which do not fit into the mark scheme; levels which are not reached by the candidates; additional levels which have not been included in the mark scheme, etc. To familiarise themselves with a variety of responses, examiners should sample the range of questions, scripts from several centres and across the full range of ability in so far as practicable. Any preliminary marking **must** be completed in pencil and reviewed following the standardising meeting in the light of the revised mark scheme and advice given.

- **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.



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**Section A**
**Question 1**

- (a) Read **Source A**. **4**  
 What does **Source A** suggest about white attitudes to the Indians and the Plains?
- Target: Comprehension and inference from an historical source (A0 6.2)**
- Level 1: Answers that select details from the source** **1**  
 e.g. the Indians will die out.
- Level 2: Answers that draw a simple inference from the source** **2-3**  
 e.g. the Indians are lazy.
- Level 3: Answers that develop a complex inference from the source** **4**  
 e.g. the white man deserves to have the Indians' land because God likes those who work hard.
- (b) Read **Sources A and B**. **6**  
 What different white attitudes to the Indians and the Plains are suggested by **Source B**?  
 Refer to both sources in your answer.
- Target: Comprehension and inference from two historical sources (A0 6.2)**
- Level 1: Answers that select details from Source B** **1-2**  
 e.g. Source B says that fighting the Indians was wicked.
- Level 2: Answers that provide a simple comparison based on the details of both sources** **3-4**  
 e.g. the impression in Source A is that the Indians sit about but Source B says he is noble.
- OR**
- Answers that may use both sources but provide an inference from one**  
 e.g. the impression in Source A is of a lazy person but in Source B he is noble.
- Level 3: Answers that develop an understanding or draw an inference about a view based on the details of both sources** **5-6**  
 e.g. in Source A the impression is one of the Indians wasting land and shouldn't have it but in Source B the Indians land is deserved because they have been wronged.
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- (c) Why do you think **Sources A** and **B** give different views? **7**  
 Explain your answer using **Sources A** and **B** and **your own knowledge**.
- Target: Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances (A0 6.1 & 6.2)**
- Level 1: Answers that select details from sources** **1-2**
- OR**
- answers that say how the sources are different**  
 e.g. they are different because Source A says about Kansas and Source B says about the Indian wars.
- Level 2: Answers based on simple reasoning based on differences in author, audience, time or place** **3-5**  
 e.g. Source A was written about Kansas in 1859 by someone who travelled through. Source B is describing all the Plains in 1880 by a Bishop.
- Level 3: Answers based on developed reasoning based on differences in author, audience, time or place.** **6-7**  
 Answers will probably be based on how the authors acquired information or their intentions in writing  
 e.g. the person who passed through the Plains would only have an early impression. He hasn't met the Indians only observed them briefly and the Plains were opening up. But Whipple is a Christian who has seen what has happened to the Indians. He writes after the Battle of the Little Big Horn. He sees the Indians as potential converts to Christianity but Greeley sees God giving the whites the land to fulfil their Manifest Destiny.

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- (d) Study **Source C**. **8**  
 How useful is **Source C** for understanding why white people moved onto the Plains?  
 Explain your answer using **Source C** and **your own knowledge**.
- Target: An evaluation of utility (A0 6.1 & 6.2)**
- Level 1: Answers that assert a source or sources is/are useful or not because it/they tell(s) us something about the Plains and white people.** **1-2**  
**Answers may select details from the sources to support the answer**  
 e.g. Source C is useful because it shows the Plains were flat and the white people could use the land.
- Level 2: Answers that explain that one source is useful or not because of its provenance in relation to why the white people moved to the Plains** **3-5**  
 e.g. Source C is useful because it shows that people were inspired by images like this to believe that they could have a better future on the Plains. It looks idyllic.
- OR**
- Answers that explain that Source C is useful or not through an understanding of its content in relation to why the white people moved to the Plains**  
 e.g. Source C is useful because it shows that the railway would bring them onto to Plains.
- 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 the white people moved to the Plains** **6-8**  
 e.g. Source C shows that there was lots of land which would encourage people to move. The picture is a piece of propaganda to inspire white people to fulfil a destiny. It is not valuable because it does not tell us about conditions in the cities that made this prospect even more attractive. It does seem to suggest that the Indians were not a problem which they were. So we know settlers did not have good information before they left.
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- (e) Read **Source D**. **8**  
**Source D** is an interpretation of the influence of women in the West.  
Do you agree or disagree with this interpretation?  
Explain your answer using **Source D** and **your own knowledge**.
- Target: An evaluation of an interpretation (AOs 6.1 & 6.3)**
- Level 1: Answers that describe the source and details of it or its provenance** **1-2**  
e.g. I agree because it says the women worked hard.
- Level 2: Answers that either agree or disagree with Source D. Candidates will test the source using their own knowledge or other sources of historical information.** **3-5**  
Answers stating agreement and disagreement with Source D but with only simple development of one side will be marked at this level  
e.g. I disagree because many women were as bad as the men. There were women rustlers and prostitutes and bar girls.
- Level 3: Answers that both agree and disagree with Source D in some respects. Candidates will test the source using their own knowledge or other sources of historical information** **6-8**  
e.g. I disagree because women like Ella Watson was a prostitute and a cattle hustler and she was hanged. So she worked hard but not in a good way. They worked against law and order. I do agree though because some women were good and worked as school teachers, they civilised the West.
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- (f) Why did the Indians lose control of the Plains to white people? 12  
Explain your answer using the sources and your own knowledge.
- Target: An understanding and evaluation of causation (A0 6.1 & 6.2)**
- Level 1: Answers that provide general statements, describe single factors or factual details of the conflict between Indians and white people** 1-2  
e.g. the white people killed the buffalo.
- Level 2: Answers that comment briefly on several factors, to do with why the Indians lost control of the Plains to white people** 3-6  
e.g. the Indians relied on the buffalo for most of their needs, food, clothing, shelter, heat. The white armies defeated them and harassed them across the Plains. Many white settlers came westwards and took the land from the Indians. The technology of the whites overcame the Indians.
- OR**
- Answers that identify and explain one factor, in depth to do with why the Indians lost control of the Plains to white people**  
e.g. the white buffalo hunters slaughtered the herds. The Indians relied upon these to sustain their lifestyle. By 1875 the southern herds had disappeared. The hunters sent the hides east to the tanning industry. So the railway helped here. The discovery of a process to make high quality leather from hides sent the price of hides up. With high-powered rifles the hunters could wipe out thousands of animals at a stand. The northern herds were destroyed by 1883. The buffalo supplied everything the Indians needed – clothes, food, shelter etc. The Indians lost the basis for their lives on the Plains.
- Level 3: Answers that recognise and explain several factors to do with why the Indians lost control of the Plains to white people in specific detail or provide details of the links between factors** 7-10  
e.g. there were powerful reasons why the whites wanted the Plains. They wanted to farm it as in Source A. The homesteaders wanted the army to clear the Indians away. The US government supported the settlers. Many people believed it was the Manifest Destiny of the whites to conquer the whole continent. The transcontinental railroad was an important tool. It supplied army bases, hunters shot buffalo and its completion split the great buffalo herd in two. Gold and cattle ranching brought more white men onto the Plains. Gold brought Indians and whites into direct conflict, cattle used the land that the Indians had hunted on. The army were usually better equipped than the Indians with artillery or Gatling guns. The Indians were unwilling to suffer heavy losses in battles so they could never fight on equal terms.
- 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.** 11-12

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**Section B**
**Question 2**

- (a) What was the open range? **6**
- Target: Understanding of the key features of the period (A0 6.1)**
- Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question.** **1-3**  
 Answers will show simple recognition of the open range  
 e.g. the open range was the land where the cowboys kept the cattle.
- Level 2: Explanation shows understanding in a broader context of the period.** **4-6**  
 Answers will show knowledge of some distinctive features of the open range  
 e.g. the open range was unfenced land for grazing cattle. As every range needed a water supply the boundaries were often watersheds. The big problem on the open range was working out whose cattle were whose. Cattle were branded to show ownership.
- (b) Using **Source E** and **your own knowledge**, explain why the long drives were difficult and dangerous for cowboys. **9**
- Target: Understanding of the key features of the period (AO 6.1)**
- Level 1: Describes the cowboys or long drives** **1-3**  
 e.g. on the long drive there a wrangler. He was a cowboy learning the job. He looked after the spare horses or remuda. The trail boss was in charge.
- Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to the dangers and difficulties of the long drives** **4-6**  
 e.g. there was always the danger of a stampede on the long drive. The cattle could crush you and kill cowboys. The danger of a stampede was greatest at the start of the drive when the cows were nervous. Sometimes old bulls were included in the herd to calm the young cows down. A flash of lightning could set the herd off. The cowboys had to get the herd to circle on itself and wear the cattle out till they stopped.
- Level 3: Explains more than one aspect related to the dangers and difficulties of the long drives** **7-9**  
 At this level responses will explain more than one or two aspects apart from those suggested in the quotation  
 e.g. the long drives were often very boring. There were long hard days of following the cattle. This had to be done in all weathers. Sometimes the cowboys rubbed tobacco juice into their eyes to make them stay awake. They would get little sleep. Apart from Indian attacks on the cattle or the cowboys, there was the danger of the cattle being stampeded. The cowboys could be injured by snakes, scorpions or sucked into raging rivers or quicksand.
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- (c) How important were the railways in the development of cattle ranching on the Great Plains? **15**

**Target: An understanding and evaluation of causation (A0 6.1 & 6.2)**

**Level 1: Answers that provide general statements, describe single factors or factual details of the railways** **1-3**

e.g. the railroad came from the east and from the west. The two railroads met in Utah. As the railroad moved west new cow towns grew up.

**Level 2: Answers that comment briefly on several factors, to do with the development of cattle ranching.** Answers at this level are likely to assume the importance of factor(s) **4-8**

e.g. the cattle industry grew because some individuals saw the potential to make money. Men like Joseph McCoy and Oliver Loving. McCoy built the town of Abilene. He saw that he could get his cattle to the markets of the East by using the railroad. Goodnight and Loving spotted the chance to sell to the army and made money by driving the cattle north. The Army needed the meat for their forts and the Indians on the reservations.

**OR**

**Answers that identify and explain one factor, in depth to do with the development of cattle ranching which may be the railways.** Answers at this level are likely to assume the importance of the factor

e.g. the railroad linked the cattle on the Plains with the markets for meat in the East. The US army and railway builders proved to be a good market for cattle. Cowboys drove the cattle north. The railroad transported cattle east in refrigerated cars developed by Gustavus Swift. The railroad caused new cattle towns to grow up. But the railroads that took the cattle away also brought settlers who blocked the trail north with their homesteads. So the cattle men had to drive the cattle further west and so the cattle men thought it would be easier to raise the cattle on the Plains themselves.

**Level 3: Answers that recognise and explain several factors to do with the development of cattle ranching people in specific detail or provide details of the links between factors.** **9-12**

Answers at this level may begin to evaluate the importance of factor(s)

e.g. the railroad was immensely important in the development of cattle ranching. The railway linked the supply of cattle with the demand of the large urban centres of the east coast of America. The shipping of live cattle to Chicago where they were slaughtered then sent east by refrigerated carriages was possible because of the work of Gustavus Swift who developed refrigerated rail cars. Sustainable development on the Plains was made possible by technology. Such as the use of barbed wire and wind pumps. This in turn allowed better breeds of cattle to be developed. The end of the open range was a major change in the development of cattle ranching. This was prompted by the winter of 1886-7 which exposed the over grazing of the range...

**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.** **13-15**

**Question 3**

- (a) Who was Joseph Smith? 6
- Target: Understanding of the key features of the period (AO 6.1)**
- Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question.** 1-3  
 Answers will show simple recognition of Joseph Smith  
 e.g. the Mormons were led by Joseph Smith. He dug up the gold plates.
- Level 2: Explanation shows understanding in a broader context of the period.** 4-6  
 Answers will show knowledge of some distinctive aspects of the role of Joseph Smith  
 e.g. 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 F** and **your own knowledge**, explain why Mormons' beliefs and actions often caused conflict with non-Mormons between 1830 and 1844. 9
- Target: Understanding of the key features of the period (AO 6.1)**
- Level 1: Describes Mormon beliefs and actions** 1-3  
 e.g. the Mormon bank went bust and people lost money.
- Level 2: Consider 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** 4-6  
 e.g. 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.
- Level 3: Explains more than one aspect related to why conflict would be caused by Mormon beliefs and actions.** 7-9  
 At this level responses will explain more than one or two aspects apart from those suggested in the quotation  
 e.g. 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.



- (c) How important was the leadership of Brigham Young in both leading the Mormons to the Great Salt Lake and then settling there? **15**

**Target: An understanding and evaluation of causation (AO 6.1 & 6.2)**

**Level 1: Answers that provide general statements, describe single factors or factual details of the Brigham Young or the Mormons** **1-3**

e.g. 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.

**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) **4-8**

e.g. 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. This may be the leadership of Brigham Young.**

Answers at this level are likely to assume the importance of the factor e.g. 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.

**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 or provide details of the links between factors.** Answers at this level may begin to evaluate the importance of factor(s) **9-12**

e.g. 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 every one obeyed him. 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. 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.

**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.** **13-15**

