



General Certificate of Secondary Education

GCSE History 3041/6/2A *Specification A*

Paper 2A American West

Mark Scheme

June examination - 2008 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

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.

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.

- **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.

Paper 2a: The American West, 1840–1895

Section A

Question 1

- (a) Read **Source A**. **4**
 What does **Source A** suggest about the Great Plains?
- Target: Comprehension and inference from an historical source (A02)**
- Level 1: Answers that select details from the source** **1**
 e.g. there is no water.
- Level 2: Answers that draw a simple inference from the source** **2-3**
 e.g. the land cannot be farmed because there is no water or wood for homes.
- Level 3: Answers that develop a complex inference from the source** **4**
 e.g. if you want to farm you are going to have to solve the problems of water for crops and wood for dwellings. They will have to be brought onto the Plains. *It does not seem very attractive.*
- (b) Read **Sources A and B**. **6**
 What different view of the Great Plains is suggested by **Source B**?
 Refer to **both** sources in your answer.
- Target: Comprehension and inference from two historical sources (A02)**
- Level 1: Answers that select details from Source B** **1-2**
 e.g. Source B says that people were farming there.
- Level 2: Answers that provide a simple comparison based on the details of both sources** **3-4**
 e.g. in Source A the land is hard to live on but in Source B it is not.
- OR**
- Answers that may use both sources but provide an inference from one**
 e.g. the impression in Source A is of a large area but in Source B the area where they are is full and they wanted to get new land so the new land is attractive.
- 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 it is an unattractive area with little to bring people in, however, in Source B the Plains offer many advantages and are attractive to the potential settlers.

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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 (A01 & A02)**
- 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 you cannot farm and Source B says it is good to farm.
- Level 2: Answers based on simple reasoning based on differences in author, audience, time or place** **3-5**
 e.g. Source A was written in 1819 and Source B much later in 1855. A lot of changes have happened.
- 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. Long has only spent a little time there and kept moving around. Banning has experience of farming and a large family. He knows that the problems of water and housing can be solved or have been solved by the time he writes.

- (d) Study **Source C**. **8**
 How useful is **Source C** for understanding white people's ideas about their movement westwards onto the Plains?
 Explain your answer using **Source C** and **your own knowledge**.
- Target: An evaluation of utility (A01 & A02)**
- Level 1: Answers that assert a source or sources is useful or not because it tells us something about the movement west of white people.** **1-2**
Answers may select details from the sources to support the answer
 e.g. Source C is useful because it shows how the trains moving people west were taking people to the Plains.
- Level 2: Answers that explain that one source is useful or not because of its provenance in relation to white people's ideas about their movement west** **3-5**
 e.g. Source C is useful because it shows that this is what white people saw and it would inspire them and make them believe that white people going onto the Plains was right and inevitable. The picture calls itself progress; if this is the image they had from the books and newspapers, so many settlers would see it and think it was meant to be a good thing.
- OR**
- Answers that explain that Source C is useful or not through an understanding of its content in relation to white people's ideas about their movement west**
 e.g. Source C is useful because it shows that the whites believed in the idea of manifest destiny. They would not feel sad for the Indians who are shown as frightened and running from the angelic figure of progress.
- 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 white people's ideas about their movement west** **6-8**
 e.g. Source C shows the idea of progress as a white female figure carrying a school book and guiding the white technology of the telegraph ahead of the railroad. In front of it, frightened Indians run away in confusion. This image supports the popular idea of manifest destiny popularised by white politicians to justify their expansion westwards. The fact that this painting was copied and spread around makes it propaganda for the idea of manifest destiny. It suggests that the whites are right to be taking on the Indians which they were in the 1870s and claiming the east for themselves.

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- (e) Read **Source D**. **8**
Source D is an interpretation of the appeal of the Plains.
Do you agree or disagree with this interpretation?
Explain your answer using **Source D and your own knowledge**.
- Target: An evaluation of an interpretation (AO1 & AO3)**
- Level 1: Answers that describe the source and details of it or its provenance** **1-2**
e.g. I agree because it says that women did not like the Plains because there was not enough of what they liked there.
- 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 agree because Source D says life on the Plains was hard for women. They could die when giving birth. They had to work hard and collect buffalo dung to burn, they had to bring up children and work on the farms. This lifestyle must have put a lot off moving west.
- 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. Source D says that the west was tough for women who had to help on farms and look after children. However many women were not tough because they were not all farmer's wives. Some were schoolteachers or worked in bars and saloons. Many women did make a living out of the Plains. Many would be deterred by the hardships of life in the sod houses.
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- (f) Why were white people able to settle and farm successfully on the Great Plains? 12
 Explain your answer using **the sources and your own knowledge**.

Target: An understanding and evaluation of causation (A01 & A02)

Level 1: Answers that provide general statements, describe single factors or **factual details of the settlement and farming on the Great Plains** 1-2
 e.g. the work of women was very important because they did all of the work on the fields. They had no machinery so the whole family had to help. The government passed the Homestead Act in 1862.

Level 2: Answers that comment briefly on several factors, to do with **the settlement and farming on the Great Plains** 3-6
 e.g. women's work was very important but so was the work of men. The government gave out free land if it was worked for five years. This was the Homestead Act of 1862. Each family got 160 acres. This was important in settling the west. The railroad opened up the west. The railways were very important in settling the Plains. All of the things the farmers needed could be quickly transported by rail. There was lots of new machinery such as mechanical binders and reapers and threshers which speeded up and improved farming.

OR

Answers that identify and explain one factor, in depth to do with the settlement and farming on the Great Plains

e.g. one important factor that allowed the Plains to be settled was technology. Inventions like the wind pump and the well driller were vital to get water. New machinery like threshers were cheaper to buy after the 1880s and dry farming helped use what little water they could get from the wind pumps. 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.

Level 3: Answers that recognise and explain several factors to do with **the settlement and farming on the Great Plains** in specific detail or provide **details of the links between factors** 7-10

e.g. apart from the new technology the government helped settle the west with the Homestead Act of 1862. The railway opened up the west not only for settlers but also machinery and produce to go to the big cities. The Plains were successfully settled through a combination of technology, legislation and the sheer hard work and determination of the settlers. The railroad not only brought the machinery the farmers needed to improve their farming but also transported the products of their farms to the markets in the big cities. The government helped by attracting settlers to the Plains through advertising and passing laws like the Homestead Act 1862 and the Timber and Culture Act, 1873. These laws made settling more attractive and productive. Technology helped. The invention of barbed wire and the introduction of Turkey Red both made farming more efficient. 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. 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.

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

Section B
Question 2

- (a) How were dances used by the Plains Indians? **6**
- Target: Understanding of the key features of the period (A01)**
- 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 dances
 e.g. the sun dance was designed to get the help of the spirits.
- Level 2: Explanation shows understanding in a broader context of the period. 4-6**
 Answers will show knowledge of some distinctive features of the dances
 e.g. the sun dance is a way of gaining support from 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 could be helped. They did this by accepting pain at the sun dance.
- (b) Using **Source E** and **your own knowledge**, explain how the Plains Indians' idea of bravery and warfare were different from those of white people. **9**
- Target: Understanding of the key features of the period (AO1)**
- Level 1: Discusses the source only 1-3**
OR
Describes Indian ideas of bravery and warfare in simple terms
 e.g. the Indians would touch people rather than risk a fight in which they could be killed.
- Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to the Indians' idea of bravery and warfare and those of the whites 4-6**
 e.g. the whites did not like the fact that the Indians would not face up to their armies and fight a pitched battle. The whites thought that fighting a battle face to face was honourable and gentlemanly. The Indians only fought when they calculated the odds of winning were superior. They preferred ambushes and stealthy attacks which the whites thought cowardly.
- Level 3: Explains more than one aspect related to the Indians' idea of bravery and warfare and those of the whites 7-9**
 At this level responses will explain more than one or two aspects apart from those suggested in the quotation
 e.g. the whites believed soldiers who gave their lives in battle were heroes if they died for a cause. Indians considered such a loss of life a waste and warriors who did so were fools. The Indians' nomadic lifestyle meant that the loss of a hunter put an added burden on the tribe and the possibility that they might not survive.
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- (c) How important was the US army in the defeat of the Plains Indians? **15**
- Target: An understanding and evaluation of causation (A01 & A02)**
- Level 1: Answers that provide general statements, describe single factors or factual details of the US army or the defeat of the Indians** **1-3**
e.g. the Indians won the battle of the Little Big Horn in 1876 but they lost the war.
- Level 2: Answers that comment briefly on several factors, to do with the defeat of the Plains Indians** **4-8**
Answers at this level are likely to assume the importance of factor(s)
e.g. the Indians lost their main food source to the buffalo. The Transcontinental railroad split the great buffalo herds in two. The railroad supplied the army. The firepower of the US army was important. The belief that they were right helped the whites. It was their manifest destiny exemplified by the homesteaders and the cattle ranchers.
- OR**
- Answers that identify and explain one factor, in depth to do with the defeat of the Plains Indians which may be the role of the US army**
Answers at this level are likely to assume the importance of the factor
e.g. the army simply had greater numbers of soldiers than the Indians. Indians would not risk large numbers dead. They were not equipped with the Gatling guns of the army and individually the soldiers were better equipped. The US army fought under a unified command structure.
- Level 3: Answers that recognise and explain several factors to do with the defeat of the Plains Indians 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 Indians lost their main food source the buffalo. This was a deliberate way of reducing their ability to live on the Plains because they used every part of the animal. The Transcontinental railroad split the great buffalo herds in two. The railroad sold land to homesteaders to finance their work. The railroad supplied the army with men and equipment. The firepower of the US army was important; soldiers had artillery and Gatling guns with which the Indians could not compete. The weaponry of the army was superior to the Indians. The Indians did not fight as a united force as the army did. The belief that they were right helped the whites. It was their manifest destiny exemplified by the homesteaders and cattle the ranchers...
- 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) What were miners' courts? 6
- Target: Understanding of the key features of the period (AO1)**
- 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 miners' courts
 e.g. the early miners set up their own courts to deal with criminals.
- 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 the miners' courts
 e.g. the miners' courts dealt with criminals who tried to rob and swindle miners. When the courts could not deal with violent people they often set up Vigilance committees which took the law into their own hands. They might hold an instant trial and hang the condemned man from a tree. Claim jumping was a common crime.
- (b) Using **Source F and your own knowledge**, explain how the government tried to create law and order in the West. 9
- Target: Understanding of the key features of the period (AO1)**
- Level 1: Discusses the source only** 1-3
OR
Describes law and order or government action in simple terms.
 e.g. the government appointed marshals and counties appointed sheriffs.
- Level 2: Consider a singular action (probably based upon the quotation offered) and/or mentions other aspects related to law and order** 4-6
 e.g. on such a large area as the Plains the government tried to find out where the criminals were and get ordinary citizens to spot them and report them. So this poster offers a reward to anyone helping. It also serves as a warning so the government is letting people know.
- Level 3: Explains more than one action related to law and order** 7-9
 At this level responses will explain more than one or two aspects apart from those suggested in the quotation
 e.g. the government appointed US marshals to verse a state or territory. Judges were appointed by the President to try cases. There were three to every state or territory.
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(c) How important was cattle rustling as a cause of lawlessness and violence in the West? **15**

Target: An understanding and evaluation of causation (AO1 & AO2)

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

e.g. the herds of cattle roaming freely on the Plains were an easy target for the rustlers. Brand marks could be altered.

Level 2: Answers that comment briefly on several factors, to do with the causes of lawlessness. **4-8**

Answers at this level; are likely to assume the importance of factor(s)
e.g. 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 issues like cattle barons and the railroads.

OR

Answers that identify and explain one factor, in depth to do with the causes of lawlessness which may be cattle rustling.

Answers at this level are likely to assume the importance of the factor.
e.g. one cause of lawlessness was due to racial attacks. Many Chinese people migrated to the US where they helped to 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.

Level 3: Answers that recognise and explain several factors to do with the causes of lawlessness 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. robberies and violence were the main causes 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 townfolk, cattle barons and small ranchers. There was a shortage of law enforcement officers and government did not spend money on training or enforcement. Cattle rustling was a serious problem as the Johnson County war shows...

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**