

Oxford Cambridge and RSA Examinations

General Certificate of Secondary Education

HISTORY A (SCHOOLS HISTORY PROJECT)

1935/13

PAPER 1 (DEVELOPMENT STUDY WITH THE AMERICAN WEST, 1840-95)

MARK SCHEME

Specimen Paper 2003

See Paper 11 mark scheme for Section A (a) and (b).

Section B. Depth Study
The American West, 1840-1895

1(a) Study Source A. Would the Plains Indians have agreed with this description of the Plains? Use the Source and your knowledge to explain your answer.

Target: AO1 (3 marks) and AO3 (comprehending and explaining an interpretation from a particular time, 3 marks)

Level 1: General assertions [1]

These answers will simply assert that the Indians would/would not agree with no specific contextual knowledge being used to support the answer.

e.g. 'The Plains Indians would have agreed with this description, they would have said that the Plains were just like this.'

Level 2: Uses contextual knowledge to disagree with Long about agriculture or settlement based on the activities of white settlers [2-3]

These answers explain that the Indians might say that they disagree with Long because White settlers have come along, taken Indian land and farmed it or settled it.

Level 3: Uses contextual knowledge to agree with 'unfit for cultivation' OR 'uninhabitable by people depending on agriculture' [4-5]

e.g. 'The Plains Indians would have agreed that the Plains were no good for farming this was why they lived by hunting the buffalo and why they were nomads. They had to follow the buffalo and did not stay in one place to farm.'

OR

Uses contextual knowledge to disagree with Long about 'settle' because they have been living there for hundreds of years [4-5]

e.g. 'The Plains would have disagreed with Long about the fact that people could not settle on the Plains. They would say that they had been able to live there because they had found a way of adapting to the conditions and living with nature instead of trying to fight it. They did not farm the land, they were hunters.'

Level 4: Combines any two elements from Levels 2 and 3 [6]

**1(b) Study Source B. How would White Americans react to this event?
Use the Source and your knowledge to explain your answer.**

Target: AO1 (5 marks) and AO2 (comprehension of a Source, 1 mark)

Level 1: General, unsupported answers [1]

These answers will be valid but general and will not demonstrate any specific contextual knowledge.

e.g. 'White Americans would have been very pleased with this event, they would have seen it as a major step forward and a great achievement.'

Level 2: Identifies the fact that this was the completion of the railroads across America [2-3]

These answers will demonstrate contextual knowledge by stating that this ceremony was celebrating the fact that the railroad now crossed America. Award 3 marks if answer includes some detail about the time or effort put into the building of these railroads.

e.g. 'They would have been very pleased. It meant that the railroad now went right across America. This was a great achievement and took decades. Thousands of men died during the building because conditions were so bad.'

Level 3: Explains the practical consequences of the completion of the railroad [4-5]

These might include: easier for settlers to go West, easier to move supplies, goods, equipment out west e.g. equipment for homesteads, produce from homesteads, easier to move troops around to fight the Indians, important for cattle ranches, leads to towns springing up and more settling of the West.

e.g. 'They would think this was a very important event. It meant that the railroad now went across America. This made it easier for homesteaders to get new inventions like mechanical threshers and barbed wire to help them make a success of their homesteads.'

OR

Explains the symbolic significance of the completion of the railroad [4-5]

These answers might mention the idea of 'manifest destiny' and how this events fits in with it, or the general idea that America was now united and under the control of the American government as one commentator said 'There now is no West!'

Level 4: Explains both parts of level 3 [6]

1(c) Study Sources B, C and D. Why did the Plains Indians fear the coming of the railroads? Use the Sources and your knowledge to explain your answer.

Target: AO1 (6 marks) and AO2 (comprehension of Sources, 2 marks)

Level 1: Answers restricted to information in the Sources [1-2]

These answers will simply repeat the information in the Sources and will not demonstrate specific contextual knowledge.

e.g. 'They feared the coming of the railroads because it led to the killing of the buffalo and the Indians would lose the land which they saw as their blood.'

Level 2: Explains one reason that can be inferred from the Sources [3-5]

These answers will demonstrate specific contextual knowledge by explaining one reason.

e.g. 'The Indians feared the coming of the railroads because they brought with them White settlements. All this disturbed the hunting grounds of the Indians. It drove the buffalo away and the Indians found it more difficult to survive.'

Level 3: Explains more than one reason that can be inferred from the Sources [5-8]

These answers will demonstrate specific contextual knowledge by explaining more than one reason.

Award 5 marks for one reason explained and one identified, 5-7 marks for two reasons explained, 8 marks for three reasons explained.

2 In the second half of the nineteenth century many people moved west to start new lives.

2(a) What were the main features of the journey westwards in a wagon train?

Target: AO1

One mark for each valid point identified

Valid points include: attacks from Indians, disease, lack of water, harsh climate, harsh terrain e.g. mountain ranges.

e.g. 'The main features of the journey were the danger from Indian attacks and the fact that the weather which was very hot with the blazing sun all day.'

Two marks for any points developed, explained or linked with other points

[5]

e.g. 'The main features of the journey included crossing mountains like the Sierra Nevada which was covered in snow and almost impossible to cross at certain times of the year, and the lack of water which killed some of their horses and oxen and even some of the people. There was also the danger from Indian attacks.'

2(b) Explain why people decided to travel west to start new lives as homesteaders.

Target: AO1

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'They went west because they had made a failure of their lives and wanted a new start. They thought they would get away from all their troubles.'

Level 2: Identifies specific reasons push OR pull [2-3]

These answers will demonstrate specific contextual knowledge by identifying reasons. Reasons will be identified - there will be no causal explanation. At this level reasons will be either push or pull, not both. Reasons might include: Push - ex-slaves, religious persecution, poverty in Europe, ex-soldiers from Civil War, no more farming land in the East, economic problems in the East; Pull - the railroads, the Homestead Act, cheap land, advertisements, threats from Indians reduced.

e.g. 'They went west because the land was so cheap.'

Level 3: Identifies specific reasons push AND pull [4]

These answers will demonstrate specific contextual knowledge by identifying reasons. Reasons will be identified - there will be no causal explanation. At this level both push and pull factors will be identified.

Level 4: Explains one specific reason [3-4]

These answers provide a causal explanation for one reason.

e.g. 'People went west because the land was so cheap. Sometimes it was even free. The Homestead Act gave each family 160 acres of land free as long as they farmed it for five years. This meant that poor families who had never dreamed of owning land suddenly could.'

Level 5: Explains more than one specific reason - push OR pull only [5-6]

These answers provide causal explanations for at least two reasons. They will cover only push or pull factors, not both.

Level 6: Explains more than one specific reason - push AND pull factors [6-7]

These answers will explain both push and pull factors.

2(c) 'The following were all equally important reasons why some homesteaders were eventually successful: (i) The invention of barbed wire; (ii) the use of windmills; (iii) dry farming.' Do you agree with this statement? Explain your answer, referring to (i), (ii) and (iii).

Target: AO1

[Written communication to be assessed in this question – see examiner instructions.]

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'I think that dry farming was the most important reason because this helped the farmers be a success. It helped a lot more than the other factors in the list.'

Level 2: Identifies reasons why some reasons more important than others [2-4]

These answers will demonstrate specific contextual knowledge by identifying reasons why:

- (i) one factor is important = 2 marks;
- (ii) two factors are important = 3 marks;
- (iii) three factors are important = 4 marks;
- (iv) one factor is more important than another = 4 marks.

Reasons will be identified and not explained.

e.g. 'I think barbed wire was the most important reason because it protected the crops.'

Level 3: Explains the importance of one factor [3-4]

These answers will explain why one factor is important.

e.g. 'I think windmills was the most important factor which allowed homesteaders make a success of their homesteads. Lack of water was a real problem on the farms and the crops were often a failure because of this. However, there was a supply of water under the ground and the windmills pumped the water up to the surface. Having a supply of water like this saved a lot of homesteads.'

Level 4: Explains the importance of more than one factor [5-6]

These answers will explain why more than one factor is important.

2 factors explained = 5 marks, 3 factors explained = 6 marks.

Level 5 Explains why one factor more important than other factors [6-7]

These answers will explain reasons why one factor is more important than at least one of the other factors.

Level 6 Explains how factors are inter-connected

[7-8]

These answers explain how at least two of the factors are inter-connected. This might be done while explaining that the factors are important because they are all connected, or that one is more important because the others are dependent on it.

e.g. 'I think that all these factors were important but I think that the windmill was the most important because without it the barbed wire would not be much use because the crops and animals would die of thirst. Also, the dry farming would help to keep the moisture in the soil for a time but without any water at all from a windmill it would be no good.'

Two factors at this level = 7 marks, three factors = 8 marks.

3 The Mormons were among the first settlers to cross the Plains.

3(a) What were the main beliefs of the Mormons?

Target: AO1

One mark for each valid point identified

Valid points include: the gold plates tell the true story of the lost tribes of Israel, Mormons was descended from the lost tribes, Smith was led to the plates by God, God told him to start and lead the Mormons, the Mormons were the chosen people of God, polygamy, gentiles were inferior, only Mormons would be saved.

e.g. 'The Mormons believed that God had told Smith to lead the Mormons. They also believed you could have more than one wife.'

Two marks for any points developed, explained or linked with other points

[5]

e.g. 'The Mormons believed that they were the chosen people of God and that when Christ reappeared they would be the only people who were saved. They also believed in polygamy. This made them very unpopular as most Americans thought it was un-Christian.'

3(b) Why were the Mormons so unpopular when they lived in the east of America?

Target: AO1

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'The Mormons were unpopular because of their ideas and their attitude towards other people. This was why people did not like them.'

Level 2: Identifies specific reasons [2-4]

These answers will demonstrate specific contextual knowledge by identifying reasons. Reasons will be identified - there will be no causal explanation. Reasons might include: polygamy, their success in business, their bank collapses, they kept themselves to themselves, they looked down on gentiles and disapproved of how they lived, Smith planning to run for President.

e.g. 'The Mormons were unpopular because people were afraid they were taking over everything and because they were successful in business and people were jealous.'

Level 3: Explains one specific reason [3-5]

These answers provide a causal explanation for one reason.

e.g. 'The Mormons were unpopular because a bank they owned collapsed. Lots of people who were not Mormons had their savings in the bank and they lost all their money. It was not the Mormons fault, lots of banks were collapsing but the Mormons got the blame.'

Level 4: Explains more than one specific reason [6-7]

These answers provide causal explanations for at least two reasons.

3(c) The following were all equally important reasons why the Mormons were so successful: (i) the leadership of Joseph Smith; (ii) the leadership of Brigham Young; (iii) polygamy.' Do you agree with this statement? Explain your answer, referring to (i), (ii) and (iii).

Target AO1

[Written communication to be assessed in this question – see examiner instructions.]

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'I think Joseph Smith was the most important factor. He gave the Mormons leadership, without him they would not have survived.'

Level 2: Identifies reasons why some reasons more important than others [2-4]

These answers will demonstrate specific contextual knowledge by identifying reasons why:

- (i) one factor are important = 2 marks;
- (ii) two factors are important = 3 marks;
- (iii) three factors are important = 4 marks;
- (iv) one factor is more important than another = 4 marks.

Reasons will be identified and not explained.

e.g. 'I think that Brigham Young was most important because he found the Great Salt Lake for them.'

Level 3: Explains the importance of one factor [3-4]

These answers will explain why one factor is important.

e.g. 'Joseph Smith is the most important factor because he started the movement off. Without him there would be no Mormons. Under his leadership the Mormons grew and became powerful. He gave the movement its ideas and led them to build very successful communities in Kirtland and Nauvoo.'

Level 4: Explains the importance of more than one factor [5-6]

These answers will explain why more than one factor is important.

2 factors explained = 5 marks, 3 factors explained = 6 marks.

Level 5: Explains why one factor more important than other factors [6-7]

These answers will explain reasons why one factor is more important than at least one of the other factors.

Level 6: Explains how factors are inter-connected.

[7-8]

These answers explain how at least two of the factors are inter-connected. This might be done while explaining that the factors are important because they are all connected, or that one is more important because the others are dependent on it. Two factors at this level = 7 marks, three factors = 8 marks.

e.g. 'I think it is impossible to say who was the more important out of Smith and Young. Young started the movement and was responsible for it growing very quickly. He gave the movement its basic beliefs and was an inspirational leader. However, he made the mistake of introducing polygamy which did the Mormons a lot of harm. So Young's influence was not all good. Also when he died the Mormons were in crisis in Nauvoo. They were under attack and were being hunted down. It was Young who saved them by coming up with the idea of moving to the Great Salt Lake where they would be away from everybody and would be left to themselves. So both Smith and Young made important contributions. The Mormons needed both of them.'