



# **GCSE MARKING SCHEME**

**SUMMER 2013**

**HISTORY - STUDY IN DEPTH  
WESTWARD MIGRATION: THE AMERICAN WEST,  
c.1840-1895  
4281/01**

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

## NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are question 1(e) and either 2(d) or 3(d). There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

<b>Level 1</b>	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
<b>Level 2</b>	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
<b>Level 3</b>	the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary
<b>Level 4</b>	the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately

## PAPER 4281/01 WESTWARD MIGRATION: THE AMERICAN WEST 1840-1895

## MARKING SCHEME

## QUESTION 1

## Question 1 (a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
<b>2</b>			<b>2</b>

Question: **What does Source A show you about the destruction of the buffalo herds?** [2]

Use 0 for incorrect or irrelevant answers.

**Award one mark** for one relevant selection from the source.

**Award two marks** for two relevant selections from the source.

The following can be credited:

*Buffalo hunts were organised events*

*Large numbers of people took part in the hunts*

*Lots of buffalo were killed in these hunts*

*The buffalo were easy targets for the hunters*

## Question 1 (b)

Target:	Understanding of source material; recall and deployment of own knowledge		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>		<b>2</b>

Question: **Use the information in Source B and your own knowledge to explain why the US army was able to defeat the Plains Indians.** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Paraphrases content; weak use of content only.** [1-2]

*Eg: Source B says that the US army built forts and used them to control the tribes. Forts could be used to observe the Indians and provided bases from which the army could launch attacks against the Plains Indians.*

**LEVEL 2 Development of the content with an attempt to provide some explanation. Needs explanation and background knowledge/context for highest mark.** [3-4]

*Eg: The forts were safe bases for the army and difficult for the Plains Indians to attack, because of the High walls and artillery that they contained. They could be used to keep watch over the tribes and were a constant reminder to the Indians of the powerful presence of the army. The US army was also better equipped and supplied than the plains Indians.*

**Question 1 (c)**

Target:	Analysis and evaluation of source material; reaching supported judgements		
Mark allocation:	AO1	AO2	AO3
<b>5</b>		<b>1</b>	<b>4</b>

Question: **How far does Source C support the view that the American government was responsible for encouraging white settlement of the plains?** [5]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; weak reference to content of source only.** [1]

*Eg: Source C tells us that the US government was making the Utes Indians leave their reservation so that white settlers could move on to the land.*

**LEVEL 2** **Develops content of source with an attempt at a judgement on the extent of support for the view.** [2-3]

*Eg: Source C tells us that the government was going to make the Utes Indians leave their reservation and that the army would be used to make sure that they went to their new home. The land was suitable for farming and mining and would be made available to settlers. The content and the author mean that the source supports the view clearly.*

**LEVEL 3** **Answer uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view.** [4-5]

*Eg: The source obviously supports the view that the government encouraged white settlement of the plains. The American government was moving the Utes Indians to a new reservation, to make the land available for settlers. However, the source also hints that there was also a desire by white settlers to develop the land for agricultural and mining. The writer of the source has even sent a letter home to Wales to get friends and family to join him in Colorado.*

**Question 1 (d)**

Target:	Critical analysis and evaluation of source material; deployment of own knowledge		
Mark allocation:	AO1	AO2	AO3
<b>6</b>	<b>2</b>	<b>1</b>	<b>3</b>

Question: **How useful is Source D to an historian studying the effect of reservations on the Plains Indians?** [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; paraphrases content of source.** [1-2]

*Eg: Source D is useful because it tells us that reservations were having a bad effect on the Plains Indians. The land could not support them and quarter of the Navaho had died as a result.*

**LEVEL 2** **Considers usefulness of the source in terms of its content only.**  
**OR**  
**Deals with some aspects of content; copies/paraphrases attribution.** [3]

*Eg: Source D is useful because it tells us that reservations were having a disastrous effect on the Plains Indians. The writer tells us that the Navaho were starving. The author was government official in charge of the reservations.*

**Deals with content of source well and begins to consider origin or purpose of the source.** [4]

*Eg: Source D, written at the time that the reservation was being set up, is a useful primary source. The author was the government official in charge of the reservations and so, we assume, he would have seen conditions first hand. Though his name suggests he is a white man, he does seem to be genuinely concerned about the Navaho.*

**LEVEL 3:** **Gives an imbalanced evaluation, considering usefulness in terms of content, origin and purpose of source.** [5]

**Gives a reasoned and balanced evaluation, considering usefulness in terms of content, origin and purpose of source.** [6]

*Eg: The report in Source D, written by the government official in charge of the Bosque reservation, gives useful first-hand evidence of the dreadful conditions the Navaho had to endure, though we would have to look at further evidence to see whether this was typical of all reservations. The purpose of the source was to inform the government in Washington of the situation and to express his concern. The report is probably meant for senior officials/politicians and not for a wider audience. Its purpose was to inform them and also to act as a warning. He seems concerned about the Navaho, but may also be worried about his own safety and those of other white Americans in the area.*

**Question 1 (e)**

Target:	Recognition and explanation of different historical interpretations; deployment of knowledge;		
Mark allocation:	AO1	AO2	AO3
<b>8</b>	<b>2</b>	<b>2</b>	<b>4</b>

Question: **Why do Sources E and F have different views about the defeat of Custer at the Battle of the Little Big Horn?** [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; paraphrases the sources rambles off the point.** [1-2]

*Eg: Source E tells us that Custer was defeated because he was impatient and reckless. Source F states that Custer did not disobey orders. He was defeated because he was heavily outnumbered by the Indians.*

**LEVEL 2** **Starts to explain the different views in terms of either their content or their origin; limited development is seen.** [3-4]

*Eg: In Source E the author states that Custer's defeat was his own fault. He was looking for personal glory and took unnecessary risk, Instead of waiting for reinforcements. Source F states that the government authorities should take the blame for the defeat. The Sioux chiefs themselves told major General Miles that the government had underestimated the size of the Sioux forces.*

**LEVEL 3** **Explains the difference in the views with clear reference to both content and attributions.** [5-6]

*Eg: Source E is an extract from the Chicago Tribune newspaper. It was written less than two weeks after Custer's defeat and the writer may be looking for someone to blame for the unexpected defeat. The author of Source F was an officer with vast experience of fighting Indians. He would be looking at the defeat from a military viewpoint and seems to have some sympathy for Custer.*

**LEVEL 4** **Developed explanation with good support from the sources and own knowledge; detailed consideration of the attributions of each source; some routine elements still seen.** [7]

**Balanced and developed explanation with good support from the sources and own knowledge; detailed consideration of the attributions of each source; answer is sophisticated and integrated.** [8]

*Eg: The sources give different views about the defeat of Custer for a number of different reasons. The newspaper article was written less than two weeks after the defeat and the whole nation was in shock. The writer is trying to find a reason why the Sioux was able to inflict such a defeat and Custer seems to have been made scapegoat, as it focusses on Custer's personality defects. It may be sensationalising in an attempt to increase circulation. Major General Miles looks at the tactical reasons for Custer's defeat. He also fought the Indians himself so was able to put himself in Custer's position. He emphasises the fact that Custer did not disobey orders, but was supplied with faulty intelligence about the size of the enemy. It may be military man supporting a fellow officer and trying to attach blame for the defeat on the government authorities.*

## QUESTION 2

### Question 2 (a)

Target:	Recall and selection of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>4</b>		

Question: **Describe the part played by medicine men in the daily life of the Indians.** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer with a weak or implied point made.** [1-2]

*Eg: Medicine men were important figures in tribal society. People believed they used the power of the spirits to cure illnesses.*

**LEVEL 2** **A more detailed and accurate description.** [3-4]

*Eg: Medicine men could cure sickness because they could use the power of spirits. If a person was ill the medicine man would try to drive out the evil spirit to cure the patient. They also used herbal remedies to treat illness. They were consulted about important decisions such as when to go to war or where to hunt buffalo.*

### Question 2(b)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
<b>5</b>	<b>2</b>	<b>3</b>	

Question: **Explain why the journey by wagon train west across the Plains was so dangerous.** [5]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; only one reason given OR description only.** [1-2]

*Eg: There was constant danger of attacks from Indians who resented the wagon trains crossing their land. Through the government built forts along the trail they could not offer complete protection to the emigrants.*

**LEVEL 2** **More detailed and accurate explanation which discusses at least two factors.** [3-4]

*Eg: The journey west across the prairies was a long one over rough tracks and fraught with danger. As well as attacks by Indians, the migrants also faced the problems of disease such as 'Camp fever', which claimed many lives, especially children. The extremes of weather were also a problem.*

**LEVEL 3** **Full explanation: focussed and explaining a range of factors.** [5]

*Eg: There was a range of reasons why the journey west was so dangerous. The journey itself was a long one (over 3000km from the Mississippi to California or Oregon) and over difficult terrain. It took a few months to complete during which emigrants made poor decisions regarding the route taken and paid the price e.g. the Donner party. Indians were not the only hostile forces encountered. In the Mountain Meadow Massacre 140 emigrants were killed by Mormons.*

**Question 2(c)**

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>6</b>	<b>2</b>	<b>4</b>	

Question: **How important was hunting in Indian society ?** [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised reference to the key concept of historical context; weak or implied knowledge shown.** [1-2]

*Eg: Hunting was very important to the Indian way of life. Hunting provided the Indians with everyday things like food and clothes.*

**LEVEL 2** **Some analysis of the key concept within the historical context with some detail and accuracy; attempts an evaluation, not fully sustained.** [3-4]

*Eg: Hunting was very important to the Indian way of life. The main animal hunted was the buffalo, though they also hunted deer and other prey. Before starting to hunt they would perform the Buffalo Dance to bring them luck. The buffalo provided food, clothing and tipis for the tribe.*

**LEVEL 3** **Detailed and accurate analysis of the key concept within the historical context; provides a reasoned evaluation.** [5-6]

*Eg: The Plains Indians were a nomadic people so a successful hunt was vital for the survival of the tribe. The hunt was carefully organised, so that the buffalo were not frightened and that not too many animals were killed. It was also dangerous so for warriors it was a chance to show their courage and skill. Very little was wasted e.g. sinews were used for bowstrings, fat for cooking and hair grease. Even the dung was used for fuel or smoked in special ceremonies.*



## QUESTION 3

### Question 3

Target:	<i>Recall and deployment selection of knowledge; analysis of key concepts; quality of written communication</i>		
Mark allocation:	AO1	AO2	SPaG
<b>13</b>	<b>4</b>	<b>6</b>	<b>3</b>

Question: **Was the government offer of free land the main factor in encouraging the later settlement of the Great Plains?** [13]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; simple explanation which offers little support; poor quality of written communication.** [1-2]

*Eg: Yes, the government offer of free land railway was an important factor, it encouraged thousands of poorer settlers to head west into the plain to begin a new life; but there were other factors which caused the settlement of the Plains.*

**LEVEL 2** **To distinguish between 3 and 5 marks apply the following framework:** [3-5]

**For 3-4 marks:** A basic one sided answer with some contextual support **OR** a very weak two-sided answer with limited contextual support.

**For 5 marks:** A reasoned one sided answer with contextual support **OR** a weak two-sided answer with some contextual support.

**At Level 2, quality of written communication will be sound, with some faults.**

*Eg: Answers will tend to agree that the offer of free land was a major factor in encouraging the later settlement of the plains; the Homestead Act was a big incentive as it gave 160 acres of land to settlers provided they framed it for 5 years; millions of acres were opened up for homesteaders; but other factors were also important; the transcontinental railway opened up the continent; many wanted to leave their existing lifestyle in the east; they wanted adventure and excitement.*

**LEVEL 3** **To distinguish between 6 and 8 marks apply the following framework:** [6-8]

**For 6-7 marks:** A developed one sided answer with good contextual support **OR** an unbalanced two-sided answer with contextual support.

**For 8 marks:** A two sided answer with good contextual support but lacking some detail or balance.

**At Level 3, quality of written communication will be good, with few faults.**

*Eg: Answers will confirm that the offer of free land played a key part in encouraging settlement of the plains; the Homestead act ( and later legislation) encouraged people to settle the Plains; free land was advertised by the states, as well as the federal government; train companies also did much to lure people to settle with offer of cheap land; but these issues should be considered alongside other factors such as the opening up of the plains by the railway companies; the clearing of Indians from the Plains; the desire to escape from religious or political persecution.*

**LEVEL 4** To distinguish between 9 and 10 marks apply the following framework: **[9-10]**

**For 9 marks:** A reasoned and supported two sided answer with balance, using mostly accurate and relevant historical detail.

**For 10 marks:** A reasoned and supported two sided answer with good balance, using fully accurate and relevant historical detail and with a clear judgement.

**At Level 4, quality of written communication will be very good, with very few faults.**

*Eg: Answers will provide a reasoned evaluation covering a broad range of factors, identifying the offer of free land as playing a key role in encouraging settlement of the Palins; the Homestead Act provided major incentive, as did later legislation-the Timber Culture Act, 1875 and The Desert Land Act, 1877 but other factors will also be considered such as the building of railways; the ending of Civil war and its effects; the pressure of land in the east; growing economic problems in the east; the desire to escape religious persecution ( Mormons ) ; the wish to start a new life; the discovery of gold; thus a combination of factors brought about the settlement of the Plains.*

**Examiners are also expected to award marks for spelling, punctuation and the accurate use of grammar in this question.**

<b>Level</b>	<b>Performance descriptions</b>
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 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.
<i>Intermediate performance</i> 2 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.
<i>High performance</i> 3 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.