



GCSE MARKING SCHEME

SUMMER 2014

**HISTORY - STUDY IN DEPTH
UNIT 1: WESTWARD MIGRATION: THE AMERICAN
WEST C.1840-1895
4281/01**

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 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:

Level 1	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
Level 2	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
Level 3	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
Level 4	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
2			2

Question: **What does Source A show you about trading forts?** [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:

- They were large establishments
- They were in isolated areas
- They were protected by wooden walls
- Indians came to trade in the forts,

Question 1 (b)

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

Question: **Use the information in Source B and your own knowledge to explain why the land was important to the Plains Indians.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; copies or paraphrases source material; uses content of source only..** [1-2]

e.g. The Plains Indians believed that the land was sacred. To them it was part of the circle of life. They came from the earth and believed they would return to the earth when they died.

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

e.g.: The land was sacred to the Plains Indians and it belonged to the whole tribe, including future generations. It had religious significance and they believed they were part of it. To disturb the land e.g. by ploughing or mining was desecration. Because it was sacred it could not be sold. It was vital to their way of life, because they relied on the plants and animals that lived on the land.

Question 1 (c)

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

Question: **How far does Source C support the view that the California gold rush was a major reason why so many people began to move west?** [5]

Use 0 for incorrect or irrelevant answers.

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

e.g.: It tells us that after the gold was found in California thousands of people started to head to the state to search for gold. California had become the centre of attention. Ships were arriving with prospectors.

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

e.g.: The source agrees with the view that the gold rush was encouraging people to head west. News of the discovery of gold had spread across the USA and this would have drawn some people west. Ships were arriving with prospectors, while other people were heading west across the land route.

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]

e.g.: The gold rush did encourage people to move west, because of the fortunes that might be made, though it may not have been a major factor in explaining the population move west. The source refers to the fact that news of the gold rush had spread across the USA and that prospectors had started to head west by boat and by land already. This implies that California was a major reason why so many people moved west. The source may not be completely trustworthy. The writer of the source may well have been one of those who got caught up in the gold fever. There may be some exaggeration of the facts. Candidates may refer to the fact that the source mentions that men made up the majority of prospectors and that once the gold was worked out, the miners might move on to another area. It is also focused on California and ignores the other areas into which the USA was expanding – the Great Plains, Texas and Oregon. Candidates may mention the influence of the idea of ‘Manifest Destiny’.

Question 1 (d)

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

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

Use 0 for incorrect or irrelevant answers.

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

e.g.: Source D tells us that the writer looked on the Indians as savages. They were a superstitious, backward people, who were still living in the stone age.

LEVEL 2 Considers usefulness of the source in terms of its content only.
OR
Deals with some aspects of content; refers to authorship. [3]

e.g.: Source D is useful because it tells us about the attitude of a white man to the Plains Indians. He does not have a high opinion of them. He describes them as savages and thinks that they are uncivilised. He implies that they do not wish to change. He is a white man so his view is possibly biased.

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

e.g.: Source D is useful because it demonstrates the attitude of one white man to the Plains Indians. He is not sympathetic. He describes them as savages, superstitious and thinks them uncivilised and still living in the stone age. However, the writer is a white man and may believe that his race is superior. He also spent relatively little time among the Indians, so may not have developed a full picture of their lives. He was not a westerner and so was totally unused to Indians.

LEVEL 3: Gives an evaluation with some imbalance, considering utility in terms of issues such as content, origin and purpose of source. [5]

e.g.: The extract in Source D, written for a book, gives us a useful insight into the lives of the Plains Indians in generalised terms. The author describes their simple lifestyle. However, he is far from complimentary and describes them as savages and as living in the stone age. Francis Parkman, the writer, was a wealthy easterner from Boston and had only spent a short time among the Plain Indians, so he may not have fully understood their culture. The purpose of his writing was to sell his book so his description of Indian Life may be biased or exaggerated. These factors may affect the usefulness of the source.

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

e.g.: The source is useful in that it suggests that the Plain Indians led a very simple lifestyle, though the language used is emotive. Parkman uses words like savages, superstition etc. to describe the Indians. The writer, a wealthy, educated easterner may have been writing for an audience of people very much like himself. Though he states that he lived among them and was able to observe them, he spent little time with the Indians, probably not enough to develop a full understanding of their lifestyle. This may limit the usefulness of the source. He may also have gone west with preconceived ideas. The purpose of his writing was to sell his book, so he may have given an exaggerated, romanticised view of the Indian way of life. He may simply be reinforcing the stereotypical view of most Americans of the Indians. The source may tell us as much about the attitudes of many white Americans as it does about the Plains Indians themselves.

Question 1 (e)

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

Question: **Why do sources E and F have different views about the reasons for hostility towards the Mormons in the late 1830s.** [8]

6

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources; may contain irrelevancy**
The Level 1 descriptor for quality of written communication may be considered here.

[1-2]

e.g.: Source E tells us that the Non-Mormons were frightened. Mormons were planning to drive out non-Mormons from Missouri. Source F states that the Mormons were disliked because they were so successful. They began to outnumber the native Missourians.

LEVEL 2 **Starts to offer limited explanation for the different views in terms of either their content or their authorship.**
Answers which make a good judgement on one source with some contextual support should be placed in Level 2.
The Level 2 descriptor for quality of written communication may be considered here.

[3-4]

e.g.: In Source E the witness claims that the Mormons were aggressive and were planning to drive Non-Mormons out of Missouri. They were organised and Joseph Smith was even planning to use the local Indians to help. Smith had told his followers that it was acceptable to steal from the non-Mormons. This witness had quarrelled with Joseph Smith, so he may not have been that reliable. Source F states that the Mormons were unpopular for a number of reasons. Some people did not like them because of their religious beliefs. Their businesses also did well and they added converts, and these developments also worried Non-Mormons. The local Missourians were concerned because they were out-numbered by the Mormons. This source is interesting because it is written by a Mormon professor.

LEVEL 3 Explains the difference in the views with clear reference to both content and authorship; some analysis is seen
The Level 3 descriptor for quality of written communication may be considered here. [5-6]

e.g.: Source E is an extract from a witness statement in the trial of the Mormon leader Joseph Smith, in which the writer explains how the Mormons planned to attack non-Mormons in Missouri. He explains the lengths they were prepared to go to chase out the non-Mormons. He states that the non-Mormons were frightened, but also hints that they had stolen from the Mormons. However, the writer had quarrelled with Joseph Smith, the Mormon leader, so he may not be the most reliable witness. The author of Source F is a professor, albeit a Mormon. However, he seems to have researched thoroughly the causes of the Mormon War as his interpretation of the causes is fairly detailed. He gives a number of alternative reasons why the local Missourians were hostile to the Mormons. However he would have heard or read about the events mainly from a Mormon perspective and this would affect his view of events.

LEVEL 4 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. [7-8]

e.g.: The witness in Source E was a member of the Mormon church. He was present at the events about which he was giving evidence. As the leader of the Danites, he must have been a high-ranking member and known about the innermost secrets of the church. He had access to Joseph Smith. However, he quarrelled with Joseph Smith and this makes his testimony questionable. The Danites may not have been typical of all Mormons. He may also have made a deal with the authorities in order to save his own skin. Terry Given, the writer of Source F, is a leading member of the Mormon church – a former bishop. As a professor he would have had access to a variety of historical sources, including the records of the Mormon church, from which to arrive at his interpretation. His book, written in 1997, long after the events themselves, means that he has the benefit of hindsight. However, we should not forget that he is a Professor in a Mormon university. He stated that the Mormons had been the victims of persecution for their religion and practices and that local Missourians were also jealous of Mormon success in business and in adding converts. He mentions that Missourians referred to the 'Mormon swarms' that 'infested' their state. While Source E focuses on the aggression of the Mormons, Professor Given implies that it was jealousy of the success of the Mormons that made them hated.

QUESTION 2

Question 2 (a)

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

Question: **Describe the role of the railways in opening up the West** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with weak or implied points made. [1-2]

e.g.: The railways were vital in opening up the West. They made it easy for settlers to travel west. Railway companies also sold cheap land, which encouraged thousands of people to head west.

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

e.g.: Following the end of the American Civil War the government encouraged the building of the transcontinental railways/railroads. In the 1860's two major companies started building lines. The railways allowed settlers to migrate east fairly easily and many thousands took advantage. All sorts of people moved west – farmers, miners, ex-soldiers, freed slaves etc. to help develop the land. The railways also helped move the products of the West, e.g. wheat, cows, metals etc. to other parts of the country.

Question 2(b)

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

Question: **Explain why many towns in the West were so lawless** [5]

Use 0 for incorrect or irrelevant answers.

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

e.g.: There was a shortage of reliable law officers. People believed that carrying a gun was their right and purchasing a gun was easy and not too expensive. As a result most Westerners carried guns, so arguments often ended in a shooting..

LEVEL 2 More detailed and accurate explanation; explains more than one reason. [3-4]

e.g.: There were not enough law officers and not all of them were honest or reliable. Each state had a US marshal, appointed by the President, but they were expected to cover too wide an area to be effective. There were also sheriffs in each county and town marshals but they had to be paid for by the local population. It was easy to buy a gun and this made the job of law officers more difficult and towns more violent. Once a crime was committed, the West was so big that it was fairly easy to escape capture.

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

e.g.: There was a range of reasons why the many towns were so violent. The limited number of reliable law officers was a major factor. There was a reluctance to spend money to improve law and order. The relaxed gun laws in many areas and the code of honour, which seemed to accept the wearing and use of a gun, often saw arguments end in violence. Men often greatly outnumbered women. There were also tensions bubbling below the surface e.g. social conflict between townspeople and cowboys; racial conflict between whites and Mexicans/Chinese/blacks; economic difficulties between ranchers and homesteader. These tensions could escalate into open violence.

Question 2(c)

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

Question: **Why was cattle ranching important in helping the later settlement of the Plains? [6]**

Use 0 for incorrect or irrelevant answers.

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

e.g.: Cattle ranching was important in opening up the Plains. After the Civil War there was a growing demand for beef in the cities of the north and the huge open range was ideal for the production of beef cattle. Cow towns grew to service the industry. This helped to open up the Plains.

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]

e.g.: Cattle ranching was very important in opening up the Plains. The first ranches were set up before the civil war but after the war ranching expanded rapidly. Each year thousands and thousands of cattle were herded by teams of cowboys along different trails, e.g. the Chisholm Trail to cow towns like Abilene, from where they were sent by rail to markets in the cities, e.g. Chicago. Cattle ranching was therefore important in promoting the growth of new towns and in helping the settlement of the Plains.

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

e.g.: Cattle ranching was very important in helping to open up the Plains, especially in the 20 years after the Civil War. Ranchers like Charles Goodnight developed the ranch system to supply beef to various markets – the towns of the north and east, mining towns and for the reservation Indians. Other ranchers followed his example and, with the cowboys they employed, they helped the settlement of the west. The cattle trails that men like Goodnight and Chisholm pioneered also helped to open up the West and to link it into the wider US economy. Between 1866 and 1895, some 10 million cattle were herded by cowboys to the new cow towns e.g. Abilene and Dodge City. These towns prospered and this brought wealth to the West. At the cow towns, cattle were loaded on to trains, so the railway companies also benefitted. The railway system further helped the settlement of the Plains. Though, by the late 1880's the cattle ranching boom was over, it had done much to help open up large areas of the West in the previous 20 years.

QUESTION 3

Question 3

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

Question: **Were the resources of the US army the main factor in explaining the defeat of the Plains Indians?** [13]
Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; very limited response which offers little support.** [1-2]
The Level 1 descriptor for quality of written communication may be considered here.

e.g.: Yes, the resources of the US army were an important factor; the US army was able to call on superior weaponry and larger numbers of men; but there were other factors which also explain the defeat of the Plains Indians.

LEVEL 2 **To distinguish between 3 and 5 marks apply the following:** [3-5]
For 3 marks: A one sided answer with some contextual support **OR** a very weak two-sided answer with limited contextual support.
For 4-5 marks: A reasoned one sided answer with contextual support **OR** a weak two-sided answer with some contextual support.
The Level 2 descriptor for quality of written communication may be considered here.

e.g.: Answers will tend to agree that the resources of the US army were a major factor in explaining the defeat of the Plains Indians. The army was better equipped than the Indians they fought against and had the resources of the whole country behind them. This greater fire power enabled them to win most encounters against the Indians, even when they were outnumbered. They also built forts from which they could control the Plains; but other factors were also important; the end of the American Civil War meant that the government could now focus its attention on the Indian problem; while the Indians themselves were divided.

LEVEL 3 **To distinguish between 6 and 8 marks apply the following:** [6-8]
For 6-7 marks: A very good one sided answer with contextual support **OR** an unbalanced two-sided answer with contextual support.
For 8 marks: A sound two sided evaluation of the issue but lacking some detail or balance..
The Level 3 descriptor for quality of written communication may be considered here.

e.g.: Answers will confirm that the superior resources of the US army were a major factor in explaining the defeat of the Plains Indians. The army had better equipment and superior manpower. The system of forts that were built to support the army could be used to launch offensives against the tribes, even in winter. The end of the American Civil War meant that the government could focus all its energies on defeating the Plains Indians but these factors should be considered alongside others such as the failure of the Plain Indians themselves; their inability to unite against the US army (some Indians served as scouts for the US army); the tactics they adopted and their lack of organisation; the fact that they had their families with them and could not fight long campaigns; the system of reservations kept the Indians restricted and limited their power to resist; in the late 1840's the idea of manifest destiny also took root.

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

For 9 marks: A reasoned two sided answer with good balance, using mostly accurate and relevant contextual support.

For 10 marks: A reasoned two sided answer with good balance, using fully accurate and relevant historical contextual support.

The Level 4 descriptor for quality of written communication may be considered here.

e.g.: Answers will provide a reasoned evaluation covering a broad range of factors, identifying the superior resources of the US army as a major factor in explaining the defeat of the Plains Indians; following the end of the Civil War the government was able to devote far greater resources to the battle against the Plains Indians (better weapons, greater manpower, system of forts); new tactics – ‘total war’ used by Generals Sherman and Sheridan, along with winter campaigns; but other factors will also be considered such as lack of unity among the Indian tribes and the impact that had on their attempts to resist the US army; the fact that the government was able to exploit divisions amongst the Indians, the introduction of reservations to restrict the Indian population and make them dependent on the government for supplies; the destruction of the buffalo herds on which the Indians depended; economic pressure such as the demands of miners, homesteaders and railway companies for Indian lands – all of whom put extra pressure on the government to defeat the Indians; the idea of manifest destiny gave white Americans the belief that war against the Indians was justified and should be pursued ruthlessly; thus a combination of factors brought about the defeat of the Plains Indians.

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

Level	Performance descriptions
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.