



GCSE HISTORY 8145/1A/A

Paper 1 Section A/A America, 1840–1895: Expansion and consolidation

Mark scheme

June 2019

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

0	1
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How does **Interpretation B** differ from **Interpretation A** about the Plains Indians?

Explain your answer using **Interpretations A** and **B**.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target	Analyse individual interpretations (AO4a) Analyse how interpretations of a key feature of a period differ (AO4b)	
Level 2:	Developed analysis of interpretations to explain differences based on their content	3–4
	<p>Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences.</p> <p>For example, Interpretation B emphasises that you shouldn't 'judge a book by its cover' because under their surface appearance the Plains Indians had many admirable features as did their way of life. By contrast in Interpretation A, McLaughlin sees the Plains Indians as an uncivilised lesser race with no redeeming features and who deserve no sympathy whatsoever.</p>	
Level 1:	Simple analysis of interpretation(s) to identify differences based on their content	1–2
	<p>Students are likely to identify relevant features in each interpretation(s).</p> <p>For example, according to Marcy (Interpretation A) the Plains Indians had no good points at all whereas McLaughlin (Interpretation B) says that they were wise and reliable.</p>	
	Students either submit no evidence or fail to address the question	0

0 2

Why might the authors of **Interpretations A** and **B** have a different interpretation about the Plains Indians?

Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Analyse individual interpretations (AO4a)**
Analyse why interpretations differ (AO4c)

Level 2: **Developed answer analyses provenance of interpretation to explain reasons for differences** **3–4**

Students may progress from identification to explanation of the reasons for the differences in the interpretations supported by factual knowledge and understanding related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, and access to information, purpose and audience.

For example, students may argue that the beliefs, circumstances and motives of Marcy and McLaughlin were different. Marcy was an army man, many of whom were exterminators rather than humanitarians when it came to the Plains Indians. As a soldier protecting settlers as they crossed the Plains in the 1840s, Marcy would only have seen the Plains Indians as a dangerous and hostile force. However, as an Indian agent working on several reservations, McLaughlin would have had more of an in-depth relationship with the Plains Indians and would have got to understand their history, circumstances and lifestyle much better as a result.

Level 1: **Simple answer analyses provenance to identify reasons for difference(s)** **1–2**

Students are likely to identify relevant reasons for the differences in each interpretation(s). Related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, access to information, purpose and audience.

For example, Interpretation A was from an army man who fought against the Plains Indians so would have seen them as the enemy, whereas Interpretation B was by McLaughlin who was married to a Sioux woman so would naturally be more sympathetic towards her people.

Students either submit no evidence or fail to address the question **0**

0 3

Which interpretation do you find more convincing about the Plains Indians?

Explain your answer using **Interpretations A** and **B** and your contextual knowledge.**[8 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target

Analyse individual interpretations (AO4a)
Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)

Level 4:

Complex evaluation of interpretations with sustained judgement based on contextual knowledge/understanding

7–8

Extends Level 3.

Students may progress from a developed evaluation of interpretations by analysis of the relationship between the interpretations supported by factual knowledge and understanding.

For example, Interpretation B is more convincing than A for the period before white settlers crossed and began to claim the Plains for themselves. It reflects the time before the ‘One Big Reservation’ policy began to break down when Indians could freely roam the Plains hunting and following their traditional way of life without the interference of white settlers. Interpretation A was written in the 1860s when there was serious conflict on the Plains including Red Cloud’s War and the Cheyenne Uprising. The Plains Indians were being forced onto small reservations where they became dependent on government hand-outs of food and led degrading lives.

Level 3:

Developed evaluation of both interpretations based on contextual knowledge/understanding

5–6

Extends Level 2.

Answers may assert one interpretation is more/less convincing.

Students may progress from a simple evaluation of the interpretations by extended reasoning supported by factual knowledge and understanding.

For example, explaining Interpretation B with details of the Plains Indians’ nomadic lifestyle travelling the Plains and hunting the buffalo which provided them with everything that they needed. They lived in harmony with their environment and respected the land which they saw as a living thing which could not be owned. However, this was very different from the lifestyle of white Americans as shown in Interpretation A whose Christianity led them to see the Indians with their belief in the spirit world as uncivilised savages.

Level 2: Simple evaluation of one interpretation based on contextual knowledge/understanding **3–4**

There may be undeveloped comment about the other interpretation.

Students may progress from a basic analysis of interpretations to simple evaluation, supported with factual knowledge and understanding.

For example, Interpretation A is convincing because the Plains Indians didn't believe in a Christian God but in Wakan Tanka, the Great Spirit who created the world in which all living things had spirits of their own. The Plains Indians believed that these spirits could influence their lives.

Level 1: Basic analysis of interpretation(s) based on contextual knowledge/understanding **1–2**

Answers show understanding/support for one/both interpretation(s), but the case is made by assertion/recognition of agreement.

For example, answers stating that Interpretation A is convincing as we know that the Plains Indians attacked and stole from wagon trains which crossed the Plains and/or that Interpretation B is convincing because they got everything that they needed from the buffalo that lived on the Plains.

Students either submit no evidence or fail to address the question **0**

0	4
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Describe two problems the American Government had with the Mormons.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Demonstrate knowledge of the key features and characteristics of the periods studied (AO1a)**
Demonstrate understanding of the key features and characteristics of the periods studied (AO1b)

Level 2: **Answers demonstrate knowledge and understanding** **3–4**

Students may progress from a simple demonstration of knowledge about the issues identified with extended reasoning supported by understanding of, for example, the ways in which events were problematic.

For example, one problem was that the Mormons had set up a state within the state of Illinois with their own laws and private army, the Danites. Non Mormons were afraid, particularly as the practice of polygamy meant that they could be out-numbered by the Mormons. It looked as if civil war might break out.

Another problem was that when the Mormons moved west to the Great Salt Lake they set up an independent state called Deseret. In 1848 this area was handed over to the United States but Brigham Young remained all powerful and often ignored US laws.

Level 1: **Answers demonstrate knowledge** **1–2**

Students demonstrate relevant knowledge about the issue(s) identified which might be related.

For example, to the issue of polygamy, the Danites, the Mormon's rejection of mainstream American beliefs, Young's desire for an independent state, etc.

Students either submit no evidence or fail to address the question **0**

0	5
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In what ways were the lives of people affected by the American Civil War?

Explain your answer.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Complex explanation of changes** **7–8**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation of changes by explanation of the complexities of change arising from differences such as time, group, social and/or economic impact, supported by knowledge and understanding.

For example, while women experienced a dramatic change in their circumstances during the war by taking on new roles as farmers, plantation managers and munitions workers because the men had gone off to fight, many were forced to return to their traditional roles when the war ended. Although the experience had changed the status of women to a certain extent, little had changed politically as an appeal after the war to give the vote to women received little support.

Level 3: **Developed explanation of changes** **5–6**
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation by developed reasoning considering **two or more** of the identified consequences, supporting them by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, workers in some industries benefited from the Civil War. In the North there was plenty of work in war related industries, such as manufacturing uniforms and weapons, as well as on the railways that moved men and munitions. Others, however, in industries that depended on Southern cotton, lost wages or employment due to a lack of raw material.

For example, civilians in the South were hit hard by inflation. The Confederate government tried to fund the war through new taxes but was so unsuccessful that it resorted to printing more money. This led to hyperinflation with the inflation rate rising to 500% by 1865.

Level 2: Simple explanation of change **3–4**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of change by using simple reasoning and supporting it with factual knowledge and understanding which might be related, for example, to **one** of the identified changes.

For example, many civilians who had no thought of a military career ended up in the army. Local recruiting offices were set up and men were encouraged by propaganda which played on their patriotism to join up and support their state and country.

For example, slaves gained their freedom because of the Civil War and once it was over many just walked off the plantations to test their freedom, to search for family members, or start new lives.

Level 1: Basic explanation of change(s) **1–2**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify change(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, there were food shortages in some Southern cities.

Students either submit no evidence or fail to address the question **0**

0 6

Which of the following was the more important reason for the successful settlement of the Plains by 1895:

- the homesteaders
- the defeat of the Plains Indians?

Explain your answer with reference to **both** bullet reasons.

[12 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target	Explain and analyse historical events and periods studied using second-order concepts (AO2:6) Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:6)	
Level 4:	Complex explanation of both bullets leading to a sustained judgement Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question	10–12
	<p>Extends Level 3</p> <p>Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by factual knowledge and understanding and arriving at a sustained judgement.</p> <p>For example, the two reasons were linked in a chain of events which fed off each other. Settler incursions onto land which the Indians considered to be their traditional hunting grounds led to initial conflict and defeat for the Plains Indians, which in turn led to more homesteaders flooding onto the Plains, breaking treaties leading to further conflict and further defeat. This vicious circle continued until the final defeat of the Plains Indians and the successful settlement of the Plains.</p>	
Level 3:	Developed explanation of both bullets Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question	7–9
	<p>Extends Level 2.</p> <p>Students may progress from a simple explanation of causation with extended reasoning supported by developed factual knowledge and understanding.</p> <p>For example, the homesteaders solved the various problems of farming on the Plains by using new techniques such as dry farming to combat the lack of water, and new crops such as Turkey Red which were hardy enough for the harsh conditions. Life was still difficult because of events such as the Cheyenne Uprising and Red Cloud's War which meant that the Plains couldn't be successfully settled by white Americans until the Plains Indians were</p>	

defeated through, for example, the Winter campaigns and removed to reservations well away from the land that homesteaders were occupying.

Level 2: Simple explanation of bullet(s) **4–6**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of causation by using simple reasoning and supporting it with factual knowledge and understanding.

For example, the homesteaders were important because they were the first white settlers to go and live on the Plains. The Plains were seen as the Great American Desert and worthless before the homesteaders proved that you could live there and as a result no-one had settled on them.

Level 1: Basic explanation of bullet(s) **1–3**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students recognise and provide a basic explanation of one/both bullet points.

For example, the homesteaders were the people who lived on and farmed the Plains.

Students either submit no evidence or fail to address the question **0**