
GCSE
HISTORY
8145/1A/A

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

Mark scheme

June 2021

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 Examiner.

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 Great Plains?

Explain your answer based on what it says in **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 conditions on the Great Plains made them a hostile and dangerous environment. By contrast in Interpretation A, Luther Standing Bear sees the Great Plains as a protecting force that helped the Indians rather than something to be feared.</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 Luther Standing Bear (Interpretation A) the Great Plains were tame and friendly whereas Parrish (Interpretation B) says that they could bring death if you were caught out in the open.</p>	
	Students either submit no evidence or fail to address the question	0

0	2
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Why might the authors of **Interpretations A** and **B** have a different interpretation about the Great Plains?

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 might argue that the beliefs, circumstances and motives of Standing Bear and Parrish were different. As a Sioux Indian brought up on the Plains, Standing Bear would have learnt to respect and love the land which they believed had been created by the Great Spirit and, as a result, adapted their lifestyle to live successfully on the Great Plains. White people like Parrish, however, saw the Great Plains as a hostile environment that needed to be tamed and brought under control and exploited. They worked against the land unlike the Indians who worked with the land hence their different interpretations.

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 Indian whose whole life had been spent on the Plains, whereas Interpretation B was by Parrish who was an outsider who only worked on the Plains so didn't understand them.

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

0 3

Which interpretation gives the more convincing opinion about the Great Plains?

Explain your answer based on your contextual knowledge and what it says in **Interpretations A and B**.

[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
	<p>Extends Level 3.</p> <p>Students may progress from a developed evaluation of interpretations by analysis of the relationship between the interpretations supported by factual knowledge and understanding.</p> <p>For example, students may make the judgement that Interpretation B is more convincing than Interpretation A as far as white settlers were concerned for the period before the homesteaders arrived on the Plains and began to change them. The homesteaders with their new farming methods and technology 'tamed' the Plains and made them productive so later on they, too, would have seen the land as bountiful and agreed with at least part of Interpretation A.</p>	
Level 3:	Developed evaluation of both interpretations based on contextual knowledge/understanding	5–6
	<p>Extends Level 2.</p> <p>Answers may assert one interpretation is more/less convincing.</p> <p>Students may progress from a simple evaluation of the interpretations by extended reasoning supported by factual knowledge and understanding.</p> <p>For example, supporting Interpretation B by reference to the fact that the Great Plains was seen as an unproductive area without wood or water and unfit for farming – hence the fact that it was dismissed by many Americans as the Great American Desert. It could be a dangerous as the early travellers across it found. Rivers could become raging torrents and impossible to cross while stampeding buffalo could destroy wagon trains.</p>	

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 contained huge herds of buffalo which gave the Indians everything that they needed from food to the skins that they covered their tipis with so it was bountiful.

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 there were extremes of weather like tornados on the Plains and/or that Interpretation B is convincing because the Plains did give the Indians everything that they needed to live successfully.

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

0	4
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Describe two problems faced by the American Government in settling the West.

[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.

These might include:

One problem was getting the settlers onto the Plains. The land was difficult and slow to travel on by Prairie Schooner. The government gave the land to the railway companies to fund a trans-continental railroad linking east and west coasts. They passed the Pacific Railways Act in 1861 and the two sides were linked by 1869. People and products flowed onto and off the Plains easily.

Another problem was that the Plains were full of Indians who did not like the Whites who tried to settle on the Plains. Settlers shot the buffalo, put up fences and ploughed the land. The Indians could not live their traditional nomadic lives and reacted to white settlement by killing settlers. News of killings discouraged new settlement so the government used the army.

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

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

For example, attracting settlers eg, 'Manifest Destiny', lawlessness, landholding eg, Homestead Act 1862, the native Americans eg, Indian wars/Treaties/Reservations, communication, information and transportation eg, Railroad 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 Americans affected by slavery?

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, slavery led to the American Civil War, and affected the lives of both the slaves and the slaveowners after it ended. After the Civil War former slaves tried to put their families back together. From 1866 hundreds of people advertised for family members and sent letters to Freedmen’s Bureau to try to find their relatives. Many returned to places from which they had been sold to try to retrieve their children which the former owners wanted to hold onto to put them to work. The southern states passed Black Codes which tried to restrict the rights of freed slaves and keep whites in a superior legal position.

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, some Americans in the southern states made a lot of money from owning slaves who worked on their plantations. They grew tobacco, sugarcane, cotton but a lot of their wealth was in the enslaved workers themselves. By 1861 the South produced 75% of the world’s cotton and there were more millionaires per capita in the Mississippi Valley than anywhere else in America.

For example, many Americans were affected by slavery because that was a major cause of the American Civil War. When Lincoln signed the Emancipation proclamation in 1863, many African-Americans joined the Union army, fought and died for the North. Over 38,000 had died by the end of the war.

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, African-American slaves working on cotton, sugarcane or tobacco plantations in the South lived a short and brutal life. They did not live long. Most of them worked in the fields growing the crops. They could not marry. If they had children they were often separated from their parents.

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, slavery affected many African-Americans because they were forced to work on cotton or sugarcane plantations in the southern states.

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

0	6
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Which of the following was the more important reason why the Plains Indians were defeated:

- the destruction of the buffalo
- the US Army?

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

[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)

Examiners are reminded that AO1 and AO2 are regarded as interdependent and when deciding on a level should be considered together. When establishing a mark within a level, examiners should reward three marks for strong performance in both assessment objectives; two marks may be achieved by strong performance in either AO1 or AO2 and one mark should be rewarded for weak performance within the level in both assessment objectives.

Level 4: **Complex explanation of both bullets leading to a sustained judgement** **10–12**
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 causation by complex explanation of the relationship between causes supported by factual knowledge and understanding and arriving at a sustained judgement.

For example, both reasons are important. The army did not officially support the buffalo hunters however, they often supplied them with ammunition to kill buffalo. The generals realised that the Indians depended on the buffalo and by killing buffalo, the hunters could save soldiers' lives. President Ulysses Grant did not sign a bill in Congress in 1874 to protect the buffalo, allowing the killing to continue. The army then attacked a weaker and more desperate enemy during the winter campaigns when the Indians would stay in one place for long periods of time and try to conserve their food supplies.

Level 3: Developed explanation of both bullets **7–9**
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 of causation with extended reasoning supported by developed factual knowledge and understanding.

For example, the army were important in defeating the Indians because they outnumbered the Indians, had a railroad and forts to supply the men. But above all they fought a strategy of total war and winter campaigns whereas the Indians fought in small groups, they rarely worked together, and not in the winter. The army had better weapons. However, without the buffalo, the Indians could not survive on the Plains so the buffalo hunters did more than the regular army to destroy the Indian lifestyle and force them onto reservations.

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 Plains Indians needed the buffalo for their nomadic hunter gatherer lifestyle. They followed the buffalo herds across the plains only killing the animals they needed to survive. The buffalo hunters were not interested in the meat, they wanted the skins and so destroyed whole herds. By the end of 1875, the southern plains herds were gone and the Indians had to go onto reservations.

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 Plains Indians relied on the buffalo for everything, they made their clothes, shoes, tipis from buffalo and made jerky for food.

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