



GCE

History A

**Y216/01: The USA in the 19th century: Westward expansion
and Civil War 1803-c.1890**

A Level

Mark Scheme for June 2022

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING
SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

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Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response: Not applicable in F501
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:


Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

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11. Annotations

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View

12. Subject Specific Marking Instructions

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Question	Answer	Mark	Guidance
1 (a)	<p>Which of the following had the greater impact upon Native Americans?</p> <p>(i) The Seminole wars (ii) The 'Indian Wars' of the 1860s/1870s</p> <p>Explain your answer with reference to (i) and (ii).</p> <ul style="list-style-type: none"> In dealing with the Seminole wars answers might consider their impact in terms of wresting from Seminole Indians a last safe haven from US interventions. The removal of thousands of Seminoles to the West and their virtual disappearance from Florida. Unquantifiable loss of life and livelihood by force of arms, disease, and tactical seizure of cattle and destruction of crops. The limited impact of the Seminole Wars in affecting the Lower Creek natives (formerly from Georgia), in comparison with the broader tribal range of those affected by the Indian Wars. In dealing with the 'Indian Wars' of the 1860s/70s answers might consider loss of further Native American territories. Loss of life in fighting, by execution, and in massacres of Indian communities (notably the Sand Creek massacre of 1864). The resettlement and containment of Native Americans on reservations (e.g. the relocation of the Nez Perce to Oklahoma). The destruction of traditional Native American ways of life e.g. through the 	10	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> No set answer is expected Judgement must be supported by relevant and accurate material. Only credit material relevant to question. Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

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			elimination of the buffalo herds on which the Plains Indians relied.		
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Question		Answer	Mark	Guidance
1	(b)*	<p>How important was the issue of slavery in the growth of tension between North and South, during the period from 1850 to 1861?</p> <p>In arguing that the issue of slavery was the most important reason, answers might consider:</p> <ul style="list-style-type: none"> • The aftermath of the Mexican War and western expansion increasing tension due to sectional interests regarding slave or free futures for new states. • The impact of the ‘Bleeding Kansas’ affair of 1856 and northern newspapers heightening tension through selective reportage. • The activities and reputation of abolitionist John Brown as a northern hero advancing the principle of using violence to address slavery. • Northern responses to the Dred Scott case of 1857 in developing a Slave Power conspiracy theory in the North and Slave Power conspiracy propaganda in the northern press, exacerbated by the row over the Kansas-Nebraska Act (1854). • The popularity in the North and influence of <i>Uncle Tom’s Cabin</i> in highlighting conditions on slave-reliant southern plantations. • The anti-slavery attitudes of new European immigrants to the Northern states. <p>In arguing that other factors were more</p>	20	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on reasons for the growth of tension but at Level 4 may simply list a range of factors. • At Level 5 there will be judgement as to relative significance of a range of factors. • At higher levels candidates might establish criteria against which to judge achievement. • To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme.

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		<p>significant, answers might consider:</p> <ul style="list-style-type: none"> • Economic issues including the conflicting interests of the economies of the South and the North, such as issues over tariffs and the greater need in the North for a developed infrastructure. • Emerging Southern 'nationalism' and the growing conviction that cultural differences divided the South from the North as much as politics or economics. • Debates over the balance between federal law, and state legal powers. • Political factors including the consequences of the elections of Buchanan and Lincoln, and the 'bleeding Sumner' episode. • The Secession of 11 slave states following the election of Lincoln, which acted as a decisive moment in tension between North and South. 		
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Question	Answer	Mark	Guidance
2 (a)	<p>Which of the following was of greater importance as a reason for settlement in the West in the years from 1803 to c.1890?</p> <p>(i) Push factors (ii) Pull factors</p> <p>Explain your answer with reference to (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with push factors answers might consider poverty, particularly in the aftermath of the financial crises of 1819 and 1837. 	10	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question.

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		<ul style="list-style-type: none"> Population growth and shortage of land in the East. Persecution (e.g. for religious reasons). The concept of manifest destiny and other factors underlying government initiatives (e.g. Lewis and Clarke expedition, military interventions) to push US boundaries westwards and to promote and protect new settlements. In dealing with pull factors answers might consider the opportunities migration westwards represented for the poor and landless, made all the more accessible by transport developments. The West as a place of escape and refuge (e.g. for fugitives and persecuted Mormons). The lure of the West for entrepreneurs and adventurers because of its wealth of natural resources (e.g. furs, gold). The importance of the Homestead Act of 1862 enabling settlers working on the land for five years to acquire their section for free. 		<ul style="list-style-type: none"> Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
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Question	Answer	Mark	Guidance
2 (b)*	<p>How important were the Dawes Act and Americanisation in causing the destruction of Native American Societies in the years from 1803 to 1890?</p> <p>In arguing that the Dawes Act and Americanisation were important in causing the destruction of Native American societies, answers might consider:</p> <ul style="list-style-type: none"> How the creation of an allotment policy, and 	20	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> No set answer is expected.

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		<p>selling off 'excess' land, the Dawes Act resulted in significant losses of Native American territory.</p> <ul style="list-style-type: none"> • The extent to which Dawes Act undermined traditional Native American tribal social and economic structures. • Many Native Americans simply sold the land granted them to white settlers, often for much less than it was worth. • Due to the widespread failure of the allotment policy many Native Americans on the reservations continued to be reliant on rations – a situation the Dawes Act had aimed to address. • Americanisation was a direct assault on Native American culture, for example in the outlawing of traditional Native American religious practices. <p>In arguing that other factors were more significant in causing the destruction of Native American societies, answers might consider:</p> <ul style="list-style-type: none"> • That for some Native Americans, conditions on the Reservations improved following the Dawes allotment policy. • The argument that the traditional Native American way of life was no longer viable due to changes like those caused by the spread of railway lines, such as the near extinction of the buffalo on which so many aspects of Native American culture relied. • Other US legislation, such as the 1830 Indian Removal Act, which removed tribal groups from their ancestral lands. • The impact of wars between the US and Native American tribes, as well as the 		<ul style="list-style-type: none"> • At higher levels candidates will focus on assessing the impact of the Dawes Act and Americanisation but at Level 4 may simply list a range of outcomes. • At Level 5 there will be judgement as to the relative significance of a range of reasons. • At higher levels candidates might establish criteria against which to judge achievement. • To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme.
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			<p>collateral impact of the US Civil War, which reduced manpower and damaged the importance of the warrior in tribal society.</p> <ul style="list-style-type: none">• The impact of Western migration and the impact of settlements on tribal lands, which disrupted tribal life.		
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APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
Level 5 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
Level 4 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
Level 3 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
Level 2 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
Level 1 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

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	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]
Level 6 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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