



**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 2023**

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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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Y216/01

Mark Scheme

June 2023

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING  
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 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 RM Assessor 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 RM Assessor 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.

Y216/01

Mark Scheme

June 2023

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).

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 RM Assessor **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 RM Assessor 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

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- 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)


Y216/01

Mark Scheme

June 2023

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

## 11. Annotations

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

## 12. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p><b>Which of the following was the more important cause of westward expansion?</b></p> <ul style="list-style-type: none"> <li>• The fur trade</li> <li>• Prospecting for gold</li> </ul> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with the fur trade</b>, answers might consider the involvement of a range of European countries in the fur trade network and its significance in promoting the concept of the west as a valuable resource (e.g. fortunes made by Astor's fur company in the years 1808-c.1830).</li> <li>• The fur trade created close links (e.g. inter-racial marriages) between immigrants and indigenous Native Americans which enhanced opportunities for westward expansion.</li> <li>• Fur trappers were pioneers who developed a deep understanding of local geographical and topographical features.</li> <li>• The tales of fur trappers inspired other adventurers into the West.</li> <li>• Former fur trappers adopted other activities furthering western expansion including acting as guides for wagon trains.</li> <li>• <b>In dealing with gold prospecting</b>, answers might consider mass participation.</li> <li>• c.300,000 people arrived in California in its Gold Rush (1848-49); thousands more, prospecting for gold, ventured into the Pikes Peak region of the Rocky Mountains (1858-59), Idaho, Montana and</li> </ul>	10	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to question.</li> <li>• 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.</li> <li>• 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.</li> </ul>

Y216/01

Mark Scheme

June 2023

Question		Answer	Mark	Guidance
		<p>Arizona in the 1860s, and Dakota in the mid-1870s.</p> <ul style="list-style-type: none"> <li>• Stories of 'get rich quick' opportunities contributed to the broad appeal of western migration.</li> <li>• The rush for gold prompted development of other forms of metallurgical prospection contributing to further temporary and some permanent settlement (mining towns) as professional mining interests followed.</li> <li>• Miners of gold and other metals stimulated the migration of providers of goods and services and the development of infrastructure (e.g. the railway) all of which contributed to further opening up of and settlement in the West.</li> </ul>		
1	(b)*	<p><b>'Native American resistance to westward expansion in the 19th century was a complete failure.' How far do you agree?</b></p> <p><b>In arguing that Native American resistance was a complete failure, answers might consider:</b></p> <ul style="list-style-type: none"> <li>• The negative consequences of the Seminole wars for Native Americans.</li> <li>• The signing away of Native American land through various treaties (e.g. the Indian Removal Act of 1830).</li> <li>• The physical and cultural damage caused by the Trail of Tears.</li> <li>• Massacres of Native Americans as a result of westward expansion (e.g. Sand Creek, 1864; Washita River, 1868; Wounded Knee, 1890)</li> <li>• The failure of military opposition (e.g. defeat of Tecumseh in 1811; defeat of the Creek Indians at Horseshoe Bend in 1814; battle of Adobe Walls, 1864).</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on evaluating the factors for and against the hypothesis that Native American resistance was a complete failure but at Level 4 may simply list factors.</li> <li>• At Level 5 there will be judgement as to the extent of failure.</li> </ul>



Y216/01

Mark Scheme

June 2023

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	<ul style="list-style-type: none"> <li>• The significance of westward expansion wiping out herds of buffalo.</li> <li>• The impact of Americanisation and the Dawes Act on Native Americans.</li> </ul> <p><b>In arguing that Native American resistance was not a complete failure</b>, answers might consider:</p> <ul style="list-style-type: none"> <li>• Tecumseh's initial success in the northwest in uniting Native Americans.</li> <li>• The success of the Seminole resistance in managing to continue the struggle against resettlement over several years (Second Seminole War, 1835-1842).</li> <li>• Examples of sustained and partially successful Native American guerrilla warfare against westward expansion: the resistance of the Sioux in Minnesota in 1862 leading to the killing of hundreds of white Americans, resistance of the Chiricahua Apaches in the southwest in 1864 and the killing of many settlers over several years, resistance of the Plains Indians, 1865-9; the sustained resistance through the 1870s and 1880s of the Apaches under Victorio and Geronimo.</li> <li>• Examples of larger scale military victories by Native Americans: the Fetterman Fight (1866), the Battle of Little Bighorn (1876).</li> <li>• Native American gains in the terms of the Indian Removal Act and other deals (e.g. with the Plains' tribes in 1851).</li> </ul>		<ul style="list-style-type: none"> <li>• At higher levels candidates might establish criteria against which to judge the failure of Native American resistance.</li> <li>• To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions.</li> <li>• 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.</li> </ul>

Y216/01

Mark Scheme

June 2023

Question		Answer	Mark	Guidance
2	(a)	<p><b>Which of the following was of greatest significance in the course of the Civil War?</b></p> <ul style="list-style-type: none"> <li>• The battle of Shiloh</li> <li>• The battle of Antietam</li> </ul> <p><b>Explain your answer with reference to both (i) and (ii)</b></p> <p><b>In dealing with the battle of Shiloh</b> answers might consider the scale of casualties on both sides.</p> <ul style="list-style-type: none"> <li>• Both sides suffered over 10,000 casualties including, on each side, over 1700 dead.</li> <li>• The battle highlighted military weaknesses on both sides.</li> <li>• The battle demonstrated the capacity of the Confederacy to resist the Union.</li> <li>• The death of General Johnston in the battle was a severe blow to the Confederate cause.</li> <li>• General Grant's reputation was undermined</li> <li>• It demonstrated the value of gunboats.</li> <li>• The Union victory paved the way for Halleck's march on Corinth.</li> </ul> <p><b>In dealing with the battle of Antietam</b> answers might consider its significance as a costly victory that helped turn the tide of the war further in favour of the Union.</p> <ul style="list-style-type: none"> <li>• It further demonstrated the potential of the Confederacy to take the offensive in the conflict.</li> <li>• General Lee's daring and orderly retreat enhanced his reputation.</li> <li>• Losses were heavy – even greater than Shiloh - but disproportionately so for the Union which had much the larger army.</li> </ul>	10	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to question.</li> <li>• 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.</li> <li>• 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.</li> </ul>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> <li>It paved the way for Lincoln's Emancipation Proclamation and helped eliminate the possibility of French or British intervention.</li> <li>It ruined General McClellan's reputation and led to his dismissal.</li> <li>Despite the Union's subsequent humiliation at Fredericksburg, it has been regarded as the key turning point in the war.</li> </ul>		
2	(b)*	<p><b>'Differences in their economic systems were the main cause of tension between the North and South in the period from 1850 to 1861.'</b> How far do you agree?</p> <p><b>In arguing that economic systems were the main cause of tension</b>, answers might consider:</p> <ul style="list-style-type: none"> <li>Southern economic reliance on and Northern opposition to slavery – the clash of interests regarding plantation agriculture in the South and industrialising capitalism in the North.</li> <li>Debates regarding the economic necessity of maintaining slavery to keep Southern plantations viable.</li> <li>Lincoln's 'free soil' position (leading in 1862 to the first of the Homestead Acts), challenging the expansion of slavery into new territories, was anathema to many people in the South.</li> <li>Issues over tariffs which were widely regarded as more beneficial to the North than the South.</li> <li>The greater need in the North than the South for a developed infrastructure.</li> <li>The economic arguments and influence of Rhett and other Southern 'fire-eaters' in regional division.</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>No set answer is expected.</li> <li>At higher levels candidates will focus on evaluating factors for and against the hypothesis but at Level 4 may simply describe causes of tension.</li> <li>At Level 5 there will be judgement as to the extent to which differences in the economic systems were the main cause of tension.</li> <li>At higher levels candidates might establish criteria against which to judge the significance of the causes of tension.</li> <li>To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions.</li> </ul>

Y216/01

Mark Scheme

June 2023

Question	Answer	Mark	Guidance
	<p><b>In arguing that economic systems were not the main cause of tension,</b> answers might consider:</p> <ul style="list-style-type: none"> <li>• The significance of John Brown's raid on Harper's Ferry as a cause of tension between North and South.</li> <li>• The role that abolitionists and abolitionist literature and propaganda played in promoting fear of a 'slave power'.</li> <li>• The conflict over the future of Kansas and Nebraska and the physical violence which ensued</li> <li>• The popularity in the North and influence of <i>Uncle Tom's Cabin</i> in highlighting conditions on slave-reliant Southern plantations.</li> <li>• The impact of the Dred Scott Decision on increased tension between abolitionists and Southern slave owners.</li> <li>• The tensions caused by the development of sectionalism and emergent Southern 'nationalism'.</li> <li>• The role of political factors in causing tension, including the consequences of the elections of Buchanan and Lincoln, and the 'bleeding Sumner' episode and debates over the balance between federal law and state legal powers.</li> </ul>		<ul style="list-style-type: none"> <li>• 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.</li> </ul>

Y216/01

Mark Scheme

June 2023

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>
	<b>Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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.

Y216/01

Mark Scheme

June 2023

	<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>
	<b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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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