



GCE

History A

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

Advanced GCE

Mark Scheme for Autumn 2021

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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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1. Annotations

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Provenance
	Simple comment
	Unclear
	View

12. Subject Specific Marking Instructions

Question			Answer	Mark	Guidance
1	(a)		<p>Which of the following was a greater weakness of the Confederacy during the Civil War of 1861-1865?</p> <p>i. Lack of resources</p> <p>ii. Weaknesses in military strategy</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with lack of resources answers might consider the massive population disparity between the South and North in numerical terms. • Answers might consider the lack of industrial capacity of the South. • Answers might consider that the South was not entirely disadvantaged in terms of resources, for example cotton exports and a higher number of already trained and mobilised soldiers. • In dealing with weaknesses in military strategy answers might consider the failure to make a decisive breakthrough into Union territory at any stage of the war. • Answers might consider the reliance of the Confederacy on defensive tactics, when they lacked the resources to win a drawn-out war. • Answers might consider the military failures of the Confederacy in the West and its inability to break through the naval blockade at sea. 	10	<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 weaknesses of the Confederacy during the Civil War. • Answers may deal with each factor in turn, then compare them to reach a judgement, or make 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 marks scheme.

Question			Answer	Mark	Guidance
1	(b)*		<p>‘Between 1803 and the end of the War with Mexico (1848) more progress was made in the Westward expansion of the USA than in the years 1848 to c.1890.’ How far do you agree?</p> <p>In arguing that more progress was made 1803-1848, answers might consider:</p> <ul style="list-style-type: none"> • The Louisiana Purchase. • Settlement beyond the Appalachians, followed by settlement across the continent to the South West (particularly Texas) and West (particularly Oregon California). • The acquisition of Florida. • The Oregon Treaty. • The development of trails, canals, steamboats and roads, as well as the telegraph. • The importance of the War with Mexico and the territory gained as a result. <p>In arguing that more progress was made after 1848, answers might consider:</p> <ul style="list-style-type: none"> • The importance of the ‘Gold Rush’ of 1849 in the settlement of the West Coast. • The Gadsden Purchase. • The Transcontinental Railroad. • The settlement and exploitation of newly acquired territories in the West. • The admission of new states to the Union. • The settlement of the Plains. • The completion of the conquest of Native American lands and the subjugation of Native American resistance. • The beginnings of the conservation movement. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘how far’, but at Level 4 may simply list the changes. • At Level 5 and above there will be judgement as to the relative importance of the changes. • At higher levels candidates might establish criteria against which to judge the changes. • To be valid judgements, claims must be supported by relevant and accurate 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 descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> The 'end' of westward expansion in around 1890. 		
2	(a)		<p>Which of the following had more significant consequences for the United States in the years from 1803 to c.1890?</p> <p>i. The economic impact of Westward expansion ii. The political impact of Westward expansion</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> In dealing with the economic impact answers might consider the huge access to resources created by Westward Expansion. Answers might consider the growth of farming and land ownership, providing food and opportunities for a growing population. Answers might consider the huge expansion of transportation networks both across the continent, and, with access to ports on the West coast, internationally. In dealing with the political consequences answers might consider that the period saw an expansion in the Federal Government as a consequence of its involvement in driving and managing westward expansion, for example in transportation and communications. Answers might consider the prestige and popularity of the government and political parties brought by the successes of Westward Expansion. Answers might consider the negative political consequences of Westward Expansion, which led to civil war. 	10	<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 the significance of the consequences for the United States. Answers may deal with each factor in turn, then compare them to reach a judgement, or make 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 marks scheme.

Question			Answer	Mark	Guidance
2	(b)*		<p>How successful was Union military strategy during the Civil War of 1861 to 1865?</p> <p>In arguing that Union military strategy was successful, answers might consider:</p> <ul style="list-style-type: none"> • The significance of Gettysburg. • The March Through Georgia. • The Naval Blockade. • The Wilderness Campaign. • The Western Theatre and the importance of Vicksburg. • The successful leadership of Grant. <p>In arguing that the Union was <i>not</i> entirely militarily successful, answers might consider:</p> <ul style="list-style-type: none"> • The early military successes of the Confederacy, such as Bull Run (First Manassas). • The failures of McClellan in Virginia in 1862. • General Lee's successes against the Union in 1862. • The stalemate at Antietam. • The lack of effective military commanders, and regular changes of leadership, in the Union prior to 1863. • The fact that Union success Gettysburg was not a foregone conclusion, and the battle could have gone another way. • The high levels of casualties on both sides in the latter stages of the war. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on 'how far', but at Level 4 may simply list the successes/failures. • At Level 5 and above there will be judgement as to the relative importance of the successes/failures. • At higher levels candidates might establish criteria against which to judge the successes • To be valid judgements, claims must be supported by relevant and accurate 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 descriptions in the levels mark scheme.

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.

	<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.

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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