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# GCSE

# HISTORY

# 8145/1A/A

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

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Mark scheme

June 2023

Version: 1.0 Final



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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

How does **Interpretation B** differ from **Interpretation A** about the defeat of the Plains Indians?

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.

|                 |   |            |
|-----------------|---|------------|
| <b>Target</b>   | <b>Analyse individual interpretations (AO4a)</b><br><b>Analyse how interpretations of a key feature of a period differ (AO4b)</b>   |            |
| <b>Level 2:</b> | <b>Developed analysis of interpretations to explain differences based on their content</b>  | <b>3–4</b> |
|                 | <p>Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences.</p> <p>For example, the interpretations differ about the reasons why the army defeated the Indians and solved the ‘Indian Problem’. In Interpretation B the buffalo hunters are responsible, not the army, because the hunters killed the buffaloes which the Indians relied on for everything. However, in contrast in Interpretation A, the Plains Indians were defeated because the West was filled with farmers who were brought by the railroad and the army used the railroad to get troops and supplies to the forts in the West.</p> |            |
| <b>Level 1:</b> | <b>Simple analysis of interpretation(s) to identify differences based on their content</b>  | <b>1–2</b> |
|                 | <p>Students are likely to identify relevant features in each interpretation(s).</p> <p>For example, according to Interpretation A the Plains Indians were defeated by the railroad whereas Interpretation B says that it was the Buffalo hunters.</p>   |            |
|                 | <b>Students either submit no evidence or fail to address the question</b>   | <b>0</b>   |

0 2

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

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

**[4 marks]**

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**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 Sherman and Cook were different. General Sherman who is retiring in 1883 so he wants to reassure the American President that the 'Indian Problem' is over. As an army man who fought against the Plains Indians, he wants the army, which he led, to get some credit for this and the railroad helped them do it. Cook in Interpretation B has experience of the army as a scout but argues that the hunters killed the buffaloes and therefore took away the Indians' way of life and forced the Indians to ask for peace. As late as 1907, as a buffalo hunter and cowboy, he wants recognition as an American hero.

**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 Indians. He is saying the army won the war. However, in Interpretation B, was a buffalo hunter so he would want them thanked for solving the 'Indian Problem'.

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

**0**

0 3

Which interpretation gives the more convincing opinion about the defeat of the Plains Indians?

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.

|                 |  |            |
|-----------------|--|------------|
| <b>Target</b>   | <b>Analyse individual interpretations (AO4a)<br/>Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)</b>   |            |
| <b>Level 4:</b> | <b>Complex evaluation of interpretations with sustained judgement based on contextual knowledge/understanding</b>  | <b>7–8</b> |
|                 | 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 A is convincing because the railroad helped the white people populate the Plains and Interpretation B is also right because the Buffalo hunters stopped the Indians living freely on the Plains. There was no policy on the part of the government to destroy the buffaloes but the army realised the importance of the Buffalo hunters in removing the buffaloes as the animals were the main reason the Indians could live the nomadic hunter-gatherer lifestyle on the Plains. So, the army often provided the Buffalo hunters with ammunition for free as the soldiers realised that the buffalo hunters work made it harder for the native Indians. However, it was the Indians who were defeated by technology, and the manpower and military superiority of the army which finally persuaded the Indians to go onto reservations. |            |
| <b>Level 3:</b> | <b>Developed evaluation of both interpretations based on contextual knowledge/understanding</b>  | <b>5–6</b> |
|                 | 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, Interpretation B is convincing because by 1883 the buffalo herds and been destroyed and the Indian tribes were on reservations. However, that was because the Indians rarely fought as a united army, except at the Big Horn (1876), after that the army mounted a winter campaign to hunt down the Indian in their isolated tribes. The railroad was essential to restocking the forts across the Plains and the army did respond when homesteaders were attacked by the   |            |

Indians. Where the homesteaders went, the army followed to protect them. So, Interpretation A is more convincing because without the army the Indian wars would not have ended and the Indians moved to the reservations.

**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 East-West railroad was completed in 1869 and homesteaders used it to go West. The army used it to resupply their forts with weapons and soldiers. By 1883 the major Indian wars were over. After 1876 and the Battle of the Little Big Horn, the army forced all the Indian tribes onto reservations under army control.

**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 all the homesteaders went onto the Plains and the Indians attacked them and they needed protection and the army defeated the Indians in battle. 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**

|  |  |   |                  |
|--|--|---|------------------|
| <b>0</b>   | <b>4</b>   | Describe two problems overcome by the Mormons when they moved West. | <b>[4 marks]</b> |
| <p>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.</p>   |  |   |                  |
| <b>Target</b>  | <p><b>Demonstrate knowledge of the key features and characteristics of the periods studied (AO1a)</b><br/> <b>Demonstrate understanding of the key features and characteristics of the periods studied. (AO1b)</b></p> |   |                  |
| <b>Level 2:</b>  | <b>Answers demonstrate knowledge and understanding</b>   |   | <b>3–4</b>       |
| <p>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.</p> <p>For example, one problem was to provide for each family when they settled in a desert around the Great Salt Lake. The Mormons overcame the problem of water supply by building an irrigation system, they handed out land for farming depending on family size, and they learned to build houses using Adobe bricks.</p> <p>Another problem was that when the Mormons moved west to the Great Salt Lake, they had to find their way and shelter on the journey. To overcome these problems, they sent out an advanced pioneer band to build camps along the way. For the journey they had leaders and were divided into smaller groups of wagons, led by a captain, and had a strict daily routine. They were taught how to form a defensive circle.</p> |  |   |                  |
| <b>Level 1:</b>  | <b>Answers demonstrate knowledge</b>   |   | <b>1–2</b>       |
| <p>Students demonstrate relevant knowledge about the issue(s) identified which might be related.</p> <p>For example, the Mormons overcame the problem of travelling West by planning their journey carefully. They built up food stores and Winter Quarters where they could rest during the winter of 1846.</p>   |  |   |                  |
| <b>Students either submit no evidence or fail to address the question</b>  |  |   | <b>0</b>         |



0 5

In what ways were the lives of Homesteaders affected by government actions?

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, the government affected Homesteaders because it passed laws like the Pacific Railways Act, 1861 and gave the railway companies land in order to sell to pay for building the line. The railway companies were able to advertise the cheap land through exaggerated newspaper adverts that would bring in thousands of homesteaders. So, the building of the railroad which settled the West was paid for by land given by the government and promoted using ideas of Manifest Destiny, and backed up by the force of the US army who dealt with the Indians.

**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, the government affected the homesteaders because it was very keen to settle the American West. So, they encouraged a belief in Manifest Destiny so that people in the big cities of the East would be inspired to travel west and make a new life for themselves there.

For example, the homesteaders' lives were affected by the government because they were given land by the 1862 Homestead Act. They got 160 acres for just ten dollars. The Timber and Culture Act of 1873 gave them another 160 acres of free land if they planted 40 acres with trees. They needed extra land because for a large family 160 acres of the poor-quality land was unlikely to produce enough for them all to live on.

**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, the government dealt with the Indians by making treaties with them such as the first Fort Laramie Treaty in 1851. These tried to keep the Indians away from the Homesteaders.

**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, the government made a law to give them land if they farmed it.

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

0 6

Which of the following was the more important cause of the American Civil War:

- political differences between North and South
- economic reasons?

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, students will explain the part played by both economic reasons and political differences for the start of the American Civil War and may, for example, conclude that different groups/people were motivated by different reasons or by a combination of both. For example, Lincoln, elected as President in November 1860, believed that the Union should be preserved at all costs, opposed secession, but had also campaigned to stop the expansion of slavery into the new territories. For abolitionists such as Harriet Beecher Stowe or John Brown it was clearly the economic system that depended on slavery which was the main issue, while for the Southern states the political aim of seceding from the Union was to protect an economic system based on slavery.

|                 |   |            |
|-----------------|---|------------|
| <b>Level 3:</b> | <b>Developed explanation of both bullets</b><br><b>Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question</b>   | <b>7–9</b> |
|                 | <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, students may explain how the powerful industrial economy of the North differed from the agricultural South which relied on slavery, and how the Tariff of 1828 was resented in the south as it made European imports more expensive to protect northern industries. Also, when the 13 original states had formed the Union, there was no agreement about how a State could secede if it disagreed with the policies of the Washington government. So, the Civil War started about the issue of the circumstances under which and how states could secede.</p> |            |
| <b>Level 2:</b> | <b>Simple explanation of bullet(s)</b><br><b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b>  | <b>4–6</b> |
|                 | <p>Students may progress from a basic explanation of causation by using simple reasoning and supporting it with factual knowledge and understanding.</p> <p>For example, economic reasons were important because slavery was a major issue dividing the two sides. Outlawed in the North but flourishing in the South, the Confederacy was established partly to defend its use while a strong and growing abolitionist movement in the North wanted to end it.</p>   |            |
| <b>Level 1:</b> | <b>Basic explanation of bullet(s)</b><br><b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b>  | <b>1–3</b> |
|                 | <p>Students recognise and provide a basic explanation of one/both bullet points.</p> <p>For example, it started because of the issue of slavery; it started when the Southern states broke away from the North.</p>   |            |
|                 | <b>Students either submit no evidence or fail to address the question</b>   | <b>0</b>   |