



GCSE (9–1)

History B (Schools History Project)

J411/73: The Making of America, 1789-1900

General Certificate of Secondary Education

Mark Scheme for Autumn 2021

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.








© OCR 2021

J411/73

Mark Scheme

Oct 2021

1. Annotations

Annotation	Meaning
 1	Level 1
 2	Level 2
 3	Level 3
 4	Level 4
 5	Level 5
 6	Level 6
SEEN	Noted but no credit given
NAQ	Not answered question
	Extendable horizontal wavy line

1. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

J411/73

Mark Scheme

Oct 2021

Mark Scheme

The Making of America, 1789 - 1900

Question 1 – 3 marks	
b) Name one US President before 1830.	
b) Identify one important abolitionist in America between 1830 and 1877.	
c) Give one example of an industry dominated by large corporations after 1870.	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(a), likely valid responses include: George Washington; John Adams; Thomas Jefferson; James Madison; John Quincey Adams; James Monroe; Andrew Jackson.</i>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(b), likely valid responses include: William Lloyd Garrison; Arthur Tappan; Frederick Douglass; Harriet Tubman; John Brown.</i>
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(c) likely valid responses include: railroad; steel; mining; farming and ranching on the Plains; manufacturing</i>
	Any other historically valid response is acceptable and should be credited.

<p>Question 2 – 9 marks Write a clear and organised summary that analyses the cattle business between 1861 and 1890. Support your summary with examples.</p>	
<p>Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 3 (7–9 marks) Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	<p><i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i></p> <p><i>Answers could consider aspects of one or more of the following: the changes in the business, reasons for the changes; the nature of the changes, ie development of the northern trails, cow towns and ranching on the plains; impact on ranchers and cowboys, impact of new technology, diverse geographical impact.</i></p> <p><i>Answers may show understanding of second order concepts such as cause and consequences; continuity and change; significance</i></p> <p><i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
<p>Level 2 (4–6 marks) Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	
<p>Level 1 (1–3 marks) Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	
<p>0 marks No response or no response worthy of credit.</p>	

J411/73

Mark Scheme

Oct 2021

Question 2–9 marks	
Write a clear and organised summary that analyses the cattle business between 1861 and 1890. Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	<p>Summary based on second order concept(s) with two or more valid supporting examples, e.g.</p> <p>[Change] <i>Between 1861 and 1890 the nature of the cattle business changed quite a lot. To begin with, cattlemen grazed the cattle on ‘the open range’ in Texas, and then cowboys rounded up the cattle and drove the herds to markets and cities, sometimes as far away as Chicago. However, this changed with the development of the railroads, and they only had to drive their cattle as far as the ‘cow towns’ on the railroads, like Abilene in Kansas. However, it wasn’t very efficient to drive cattle from Texas to the cow towns and by the 1870s, ranchers had decided to rear their cattle on the Plains instead, which were closer to the cow towns and the railroad.</i></p> <p>[Consequence] <i>The cattle business had a big impact on the development of the US between 1861 and 1890. Firstly, it led to the development of ‘cow towns’ – places where cowboys drove their cattle to be transported East on the railroads. Places like Abilene became riotous and quite violent places with cowboys drinking lots of whiskey, gambling and sometimes fighting. Another impact of the cattle business was on the Plains. By the 1870s, ranchers had decided to rear their cattle on the Plains, which were closer to the cow towns and the railroad. Cattle ranching led to a scarcity of water and grass for the buffalo herds. The hunting grounds of the Plains tribes were disrupted and some Native American tribes faced the threat of starvation.</i></p>
Level 2 (4–6 marks)	<p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p>[Causation/ change] <i>The cattle business changed because of the development of the railroads. By 1890 there were six transcontinental lines spanning the country, and reached many small and previously isolated communities. This meant that cowboys no longer had to drive their cattle to different markets and far away cities. They could take them just as far as the ‘cow towns’ on the railroads, like Abilene in Kansas.</i></p>
Level 1 (1–3 marks)	<p>List of events / developments with no organising concept, e.g.</p> <p><i>Beef was a big business and ranchers made lots of money selling it to US forts and Indian reservations. Cowboys drove the cattle to cow towns, which could be violent places with gambling, drinking and prostitution.</i></p>
0 marks	

J411/73

Mark Scheme

Oct 2021

Question 3 – 10 marks Why did the cotton industry expand in the southern states between 1789 and 1838? Explain your answer.	
Levels	Notes and guidance specific to the question set
AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks	
Level 5 (9–10 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	<p><i>Explanations could consider: the suitability of the climate and land; availability of slave labour from Africa; invention of new machinery which could increase profits, especially the cotton gin; move to the pushing system; funds available for expansion from banks in the north and Britain, Louisiana Purchase 1803 – cotton kingdom and Missouri Compromise 1821 – another slave state leads to more cotton being produced and expands the industry.</i></p> <p><i>Explanations are most likely to show understanding of the second order concepts of causation but reward appropriate understanding of any other second order concept.</i></p>
Level 4 (7–8 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).	
Level 3 (5–6 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	
Level 2 (3–4 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
Level 1 (1–2 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	
0 marks No response or no response worthy of credit.	

J411/73

Mark Scheme

Oct 2021

Question 3–10 marks	
Why did the cotton industry expand in the southern states between 1789 and 1838? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	<p>Two or more reasons that the cotton industry expanded in the southern states explained, e.g.</p> <p><i>One reason that the cotton industry expanded was the invention of the ‘cotton gin’ in 1793. This machine removed seeds from cotton 50 times more quickly than human hands. This meant that plantation owners could grow a more seed-filled variety of cotton plant which could survive in the heat of the Deep South. The less seed-filled variety would have died in that heat. So the plantations spread rapidly in the Deep South.</i></p> <p><i>Another reason was the spread of slavery in the Deep South. Cotton planters relied on the labour of enslaved Africans. In 1788, the US government allowed slavery to spread to the Southwest Territory, enabling new cotton plantations to be opened in the areas which later became the states in the ‘Cotton Kingdom’, including Mississippi and Alabama. With the use of slave labour, there were increased profits from cotton-growing and the industry expanded.</i></p>
Level 4 (7-8 marks)	<p>One reason that the cotton industry expanded in the southern states explained, e.g.</p> <p><i>One reason that the cotton industry expanded was the introduction of the ‘pushing system’. After 1793, plantation owners needed their cotton pickers to keep up with the cotton gin, which now cleaned raw cotton quicker than they could pick it. So plantation owners used more slaves, treated them more brutally, and forced them to work more quickly. The amount of cotton picked in the Deep South increased, there were increased profits from cotton-growing and the industry expanded.</i></p>
Level 3 (5-6 marks)	<p>Identifies one or more valid reason(s) but no supporting evidence OR no full explanation, e.g.</p> <ul style="list-style-type: none"> • <i>Banks expected cotton production to grow. They lent people money to set up new plantations.</i> • <i>Slavery expanded which allowed more cotton to be grown on the plantations.</i> • <i>The US acquired more land in the Deep South from the Louisiana Purchase.</i> <p>NOTE: 5 marks for one reason identified; 6 marks for two or more</p>
Level 2 (3-4 marks)	<p>Describes the cotton industry, slavery, or other relevant events, e.g.</p> <ul style="list-style-type: none"> • <i>Cotton was grown in the Deep South. Plantation owners used enslaved Africans to grow, pick and clean the cotton. They used the brutal ‘pushing system’.</i> • <i>The cotton industry was huge. By 1820, cotton made up 42 per cent of all US exports.</i>
Level 1 (1–2 marks)	<p>Valid but general assertion(s), e.g.</p> <p><i>The cotton industry expanded when the US grew in size.</i></p>
0 marks	

<p>Question 4* – 18 marks 'The reason that African Americans' lives did not improve between 1877 and 1890 was the poor economy in the south.' How far do you agree? Give reasons for your answer.</p>	
<p>Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description BUT to achieve the highest two levels answers must consider both sides of the argument before reaching a conclusion.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of causation and consequence but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing include: economic contraction in the South as a result of falling demand from Europe left many ex-slaves trapped in low paid jobs, as poor sharecroppers on plantations owned by former slave owners, or migrating to the North where they also faced racism, discrimination and difficulties in finding work. Economic problems in the south increased white working class resentment there as they felt black Americans were unfair competition in the workplace.</i></p> <p><i>Grounds for disagreeing include: the continuation of pre-war racist attitudes was a greater cause of problems, leading to discrimination in the North and South and re-emergence of laws to segregate blacks and whites; segregation (Jim Crow laws in the South) and discrimination was a major cause of black lives failing to improve; the ending of Reconstruction and its failure to guarantee African Americans the vote on an equal footing with whites at state level ; closing of the Freedman bureau deprived many ex-slaves of the support they needed to make a better life for themselves; targeting by extremist groups left black people living in fear and afraid to assert themselves.</i></p>
<p>Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	
<p>Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	
<p>Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
<p>Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p>Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i></p>	
<p>0 marks</p>	

No response or no response worthy of credit.	
--	--

J411/73

Mark Scheme

Oct 2021

Question 4* – 18 marks 'The reason that African Americans' lives did not improve between 1877 and 1890 was the poor economy in the south.' How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument, two valid supporting examples each side (or three on one side and one on the other). Clinching argument = 18 marks , e.g.</p> <p><i>There is some evidence to support this view. For example, the economy in the South was reliant on the cotton trade. This was very slow to recover after the civil war, with Southern income only half of that of the North, and the wages of cotton workers and sharecroppers, many of whom were African Americans, stayed very low. Linked to this, many African Americans left the poor South to look for better work in the cities of the North. However, although some found jobs, African Americans were less likely to find work than white labourers, even if they were more educated.</i></p> <p><i>On the other hand there were other reasons for African Americans' lives not improving. In the South, many states introduced 'Jim Crow' laws to separate black and white people in places like trains, shops, churches, parks and schools. Black facilities such as schools were much worse and didn't not receive much funding compared to white ones. So even though slavery had been abolished, African Americans' lives didn't improve because racism and discrimination continued. Additionally, lives failed to improve because African Americans still had little power. Southern states also introduced new laws designed to black people from voting, for example by introducing literacy tests. This meant that African Americans lives didn't improve because they had no representation in government.</i></p> <p><i>Overall I disagree with the statement. The poor economy in the south affected everyone who worked there negatively; however, African Americans were even more badly affected due to racist attitudes and laws which prevented them from getting a good education or voting.</i></p> <p>NB: The focus of the question is on the <u>reasons</u> for lack of improvement. Answers which address how <u>much</u> improvement there was (ie explaining what did improve) are not addressing the question and will not reach L3+.</p>
Level 5 (13-15 marks)	<p>Balanced argument supported by three valid supporting examples (i.e. two on one side and one on the other), e.g.</p> <p><i>There is some evidence to support this view. For example, the economy in the South was reliant on the cotton trade. This was very slow to recover after the civil war, with Southern income only half of that of the North, and the wages of cotton workers and sharecroppers, many of whom were African Americans, stayed very low. Linked to this, many African Americans left the poor South to look for better work in the cities of the North. However, although some found jobs, African Americans were less likely to find work than white labourers, even if they were more educated.</i></p> <p><i>On the other hand there were other reasons for African Americans' lives not improving. In the South, many states introduced 'Jim Crow' laws to separate black and white people in places like trains, shops, churches, parks and schools. Black facilities such as schools were much worse and didn't not receive much funding compared to white ones. So even though slavery had been abolished, African Americans' lives didn't improve because racism and discrimination continued.</i></p>
Level 4 (10-12 marks)	<p>One sided argument, supported by two examples, e.g.</p> <p><i>I disagree. There were other reasons for African Americans' lives not improving. In the South, many states introduced 'Jim Crow' laws to separate black and white people in places like trains, shops, churches, parks and schools. Black facilities such as schools were much worse and didn't not receive much funding compared to white ones. So even though slavery had been abolished, African Americans' lives didn't improve because racism and discrimination continued. Additionally, lives failed to improve because African Americans still had little power. Southern states also introduced new laws designed to prevent black people from voting, for example by introducing literacy tests. This meant that African Americans lives didn't improve because they had no representation in government.</i></p>

J411/73

Mark Scheme

Oct 2021

	<p>Alternatively, a balanced argument, supported by one example on each side, e.g.</p> <p><i>There is some evidence to support this view. For example, the economy in the South was reliant on the cotton trade. This was very slow to recover after the civil war, with Southern income only half of that of the North, and the wages of cotton workers and sharecroppers, many of whom were African Americans, stayed very low. On the other hand there were other reasons for African Americans' lives not improving. In the South, many states introduced 'Jim Crow' laws to separate black and white people in places like trains, shops, churches, parks and schools. Black facilities such as schools were much worse and didn't not receive much funding compared to white ones. So even though slavery had been abolished, African Americans' lives didn't improve because racism and discrimination continued.</i></p>
<p>Level 3 (7-9 marks)</p>	<p>One sided argument, supported by one example, e.g.</p> <p><i>I disagree because it was mainly to do with racism. In the South, many states introduced 'Jim Crow' laws to separate black and white people in places like trains, shops, churches, parks and schools. Black facilities such as schools were much worse and didn't not receive much funding compared to white ones. So even though slavery had been abolished, African Americans' lives didn't improve because racism and discrimination continued.</i></p>
<p>Level 2 (4-6 marks)</p>	<p>Identification of reason(s) to support/challenge without full explanation, e.g.</p> <p><i>No, I disagree because it was also to with things such as poor housing, the Jim Crow laws and intimidation by the KKK.</i></p> <p>Alternatively, description of relevant events without linking this to the question or without full explanation, e.g.</p> <ul style="list-style-type: none"> <i>The economy in the South was reliant on the cotton trade. This was very slow to recover after the civil war, with Southern income only half of that of the North, and the wages of cotton workers and sharecroppers.</i> <i>There were lots of discriminatory laws against African Americans for example, they could not travel on the same public transport or use the same public facilities.</i>
<p>Level 1 (1-3 marks)</p>	<p>Valid but general assertion(s), e.g.</p> <p><i>No, it was mainly to do with racism.</i></p>

J411/73

Mark Scheme

Oct 2021

<p>Question 5* – 18 marks 'How far do you agree that the main reason for conflict between White and Native Americans in the USA was the gold rush between 1839 and 1860? Give reasons for your answer.</p>	
<p>Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider some of the grounds for arguing the opposite point of view to the one that they finally support.</i> <i>Answers are most likely to show understanding of the second order concepts of significance, and causation but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include: gold rush led to massive increases in migrants to California and Denver, increasing traffic across Indian land and disturbing the buffalo, causing attacks and need for treaty negotiation; mining attracted settlement onto land that had been given to Indian tribes, for example Arapaho and Cheyenne in Denver leading to tension; in California Indians who tried to join in were targeted and hunted down; Grounds for disagreeing include: more important reasons such as different visions of the West: migrant trails disturbed buffalo hunting which led to Indian attacks; unfair treaty renegotiation: large numbers of migrants led to US government renegotiating treaties but fairly, for example the Yakima Treaty, which led to attacks on settlements Oregon; attitude of US government and state authorities which encouraged western migration and discrimination and violence against Indians, for example in California.</i></p>
<p>Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	
<p>Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	
<p>Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
<p>Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p>Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i></p>	
<p>0 marks No response or no response worthy of credit.</p>	

J411/73

Mark Scheme

Oct 2021

Question 5* – 18 marks	
How far do you agree that the main reason for conflict between White and Native Americans in the USA was the gold rush between 1839 and 1860? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument, two valid supporting examples each side (or three on one side and one on the other). Clinching argument = 18 marks , e.g.</p> <p><i>There is some evidence to support this view. For example, the Californian gold rush led to conflict. As gold hunters and traders rushed into California after 1848, the lands of Native Americans suffered, and the tribes struggled to survive. Some Indians also began to dig for gold but other miners drove them into the mountains or simply killed them. Furthermore, the Pike's Peak gold rush of 1858–59 led to conflict because it brought more white settlers who started to populate the Plains region, rather than just passing through it. Cities like Denver grew in regions where the Arapaho and Southern Cheyenne lived. The competition for grazing land meant they were forced to travel much further from their lands to hunt in the summer and this led to conflict.</i></p> <p><i>On the other hand there were other causes of conflict in this period. Increased migration to the far West caused conflict even before the gold rushes. Between 1840 and 1848, around 14,000 migrants crossed the Plains. This led to conflict in places like Oregon. For example, in 1847, measles swept through the camps of the Cayuse, killing many people. They blamed the local white missionaries and set fire to their Mission. The US government breaking treaties also caused conflict. In 1855, they signed a treaty with the Yakima tribes of Oregon. The Yakima gave up huge areas of land to the USA but the treaty said that no whites would move in for two years. Yet migrants rushed onto the land within twelve days. The Yakima felt cheated by the US government and began raiding white settlements.</i></p> <p><i>Overall I disagree. The discovery of gold acted as a catalyst for conflict, but this was already happening elsewhere as white Americans migrated into the lands of Native Americans. Gold was just another reason for migration which led to competition for resources and the US government removing Native Americans from the land.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument supported by three valid supporting examples (i.e. two on one side and one on the other), e.g.</p> <p><i>There is some evidence to support this view. For example, the Californian gold rush led to conflict. As gold hunters and traders rushed into California after 1848, the lands of Native Americans suffered, and the tribes struggled to survive. Some Indians also began to dig for gold but other miners drove them into the mountains or simply killed them. Furthermore, the Pike's Peak gold rush of 1858–59 led to conflict because it brought more white settlers who started to populate the Plains region, rather than just passing through it. Cities like Denver grew in regions where the Arapaho and Southern Cheyenne lived. The competition for grazing land meant they were forced to travel much further from their lands to hunt in the summer and this led to conflict.</i></p> <p><i>On the other hand there were other causes of conflict in this period. Increased migration to the far West caused conflict even before the gold rushes. Between 1840 and 1848, around 14,000 migrants crossed the Plains. This led to conflict in places like Oregon. For example, in 1847, measles swept through the camps of the Cayuse, killing many people. They blamed the local white missionaries and set fire to their Mission. .</i></p>

J411/73

Mark Scheme

Oct 2021

Level 4 (10-12 marks)	<p>One sided argument, supported by two examples, e.g.</p> <p><i>I agree. For example, the Californian gold rush led to conflict. As gold hunters and traders rushed into California after 1848, the lands of Native Americans suffered, and the tribes struggled to survive. Some Indians also began to dig for gold but other miners drove them into the mountains or simply killed them. Furthermore, the Pike's Peak gold rush of 1858–59 led to conflict because it brought more white settlers who started to populate the Plains region, rather than just passing through it. Cities like Denver grew in regions where the Arapaho and Southern Cheyenne lived. The competition for grazing land meant they were forced to travel much further from their lands to hunt in the summer and this led to conflict.</i></p> <p>Alternatively, a balanced argument, supported by one example on each side, e.g.</p> <p><i>There is some evidence to support this view. For example, the Californian gold rush led to conflict. As gold hunters and traders rushed into California after 1848, the lands of Native Americans suffered, and the tribes struggled to survive. Some Indians also began to dig for gold but other miners drove them into the mountains or simply killed them. On the other hand there were other causes of conflict in this period. Increased migration to the far West caused conflict even before the gold rushes. Between 1840 and 1848, around 14,000 migrants crossed the Plains. This led to conflict in places like Oregon. For example, in 1847, measles swept through the camps of the Cayuse, killing many people. They blamed the local white missionaries and set fire to their Mission.</i></p>
Level 3 (7-9 marks)	<p>One sided argument, supported by one example, e.g.</p> <p><i>I agree because the Californian gold rush led to conflict. As gold hunters and traders rushed into California after 1848, the lands of Native Americans suffered, and the tribes struggled to survive. Some Indians also began to dig for gold but other miners drove them into the mountains or simply killed them.</i></p>
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge without full explanation, e.g.</p> <p><i>I agree because the Pike's Peak gold rush led to white settlers populating the Plains and disrupted buffalo hunting grounds.</i></p> <p>Alternatively, description of relevant events without linking this to the question or without full explanation, e.g.</p> <ul style="list-style-type: none"> • <i>When gold was discovered in Pike's Peak in 1858, many people flocked there using the railway.</i> • <i>There was lots of conflict between White and Native Americans in this period. For example, in 1847, a Native American tribe set fire to a Christian Mission in Orgeon,, killing thirteen people. During the Californian gold rush, many Native American miners were killed.</i>
Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g.</p> <p><i>No, it was mainly to do with competition for land.</i></p>

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

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored