



Specimen assessment materials for first teaching September 2016

Paper 2: **Period study** and British depth study (1HI0/24 and 25)

Part A: Period study options

**Options 24/25: The American West, c1835–c1895**

## Part A: Period study: The American West, c1835–c1895

Question		
1		<p>Explain <b>two</b> consequences of the end of the open range.</p> <p><b>Target:</b> Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].</p> <p><b>AO2:</b> 4 marks</p> <p><b>AO1:</b> 4 marks</p> <p><b>NB</b> mark each consequence separately (2x4 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• Simple or generalised comment is offered about a consequence. [AO2]</li> <li>• Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]</li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>• Features of the period are analysed to explain a consequence. [AO2]</li> <li>• Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying <b>no</b> qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The fencing-in of land meant managing the breeding of animals was made easier and led to higher quality meat.</li> <li>• The fencing-in of land led to conflict with homesteaders who had less access to water.</li> <li>• Living under the rules of ranch owners made the lives of cowboys more mundane.</li> <li>• Managing the land made it easier to look after herds during extreme weather conditions.</li> </ul>		

Question		
2		<p>Write a narrative account analysing the destruction of the traditional way of life of the Plains Indians in the years 1876–c1895.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Battle of Little Big Horn (1876)</li> <li>• Dawes Act (1887).</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1].  <b>AO2:</b> 4 marks  <b>AO1:</b> 4 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2]</li> <li>• Limited knowledge and understanding of the events is shown. [AO1]</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1]</li> </ul> <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	6–8	<ul style="list-style-type: none"> <li>• A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1]</li> </ul> <p><i>No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

**Indicative content guidance**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- Calls for revenge after the defeat of Custer at the Battle of Little Big Horn led to the US Government increasing the use of reservations which restricted the Plains Indians' movement, customs and raising of children.
- From 1878 the pursuit of the Plains Indians by General Crook and General Terry forced many onto reservations.
- The destruction of buffalo herds by the late 1870s removed the fundamental element of the Plains Indians' traditional way of life.
- In 1887, the Dawes Act allocated land to white settlers which restricted the amount of land that could be used by the nomadic Plains Indians.
- The US Army's strengthening of its military position, with the building of more forts on the Yellowstone River, restricted the Plains Indians' nomadic lifestyle.
- By 1895 almost all the Plains Indians' had been moved from their traditional hunting grounds to reservations where they were forced to live a non-traditional lifestyle.

Question		
<b>3</b>		<p>Explain <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• The importance of the concept of Manifest Destiny for migration West.</li> <li>• The importance of the Homestead Act (1862) for the development of the Plains.</li> <li>• The importance of Abilene for the growth of the cattle industry.</li> </ul> <p><b>Target:</b> Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 8 marks  <b>AO1:</b> 8 marks  <b>NB</b> mark each part of the answer separately (2 x 8 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, showing limited development and organisation of material. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"> <li>• An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]</li> </ul>
<b>3</b>	<b>6–8</b>	<ul style="list-style-type: none"> <li>• An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying <b>no</b> qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1a; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p><b>The importance of the concept of Manifest Destiny for migration West</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The concept provided a motive for migration to the West in order to occupy the land and claim it as U.S territory.</li> <li>• The concept provided justification for the migration to the West to exploit the natural resources.</li> <li>• Manifest Destiny was believed to be the 'right' and 'natural' course of events and necessitated the spread of Christianity with migration West.</li> <li>• Manifest Destiny encouraged migration to the West as a means to spread civilisation and white values.</li> </ul> <p><b>The importance of The Homestead Act (1862) for the development of the Plains</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Act encouraged homesteading and the consequent growth of settlement on the Plains as it enabled settlers to claim a quarter section of land on which to live and to farm.</li> <li>• The Act made land on the Plains more affordable as it prevented land speculators buying and then selling land at high prices.</li> <li>• Settlers were encouraged to move to the isolation of the Plains with the Act granting ownership of the land after five years for just \$30.</li> </ul>		

- The homesteaders' ownership of land incentivised the development of new farming methods.

### **The importance of Abilene for the growth of the cattle industry**

Relevant points may include:

- Abilene's position was important as it was on the Kansas Pacific Railroad where the southern cattlemen and northern buyers could trade.
- Abilene's growth as a settlement with offices, cattle pens, saloons and hotels, encouraged the growth of the cattle industry.
- Abilene's growth as a settlement meant it was not threatened by attacks from Native Americans and this encouraged use of the town by those involved in the cattle industry.
- As the first cow town, Abilene set an example for other towns to follow, such as Dodge City.