



GCSE MARK SCHEME

SUMMER 2015

**HISTORY - STUDY IN-DEPTH
WESTWARD MIGRATION: THE AMERICAN WEST,
1840-1895
4271/06**

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are question 2(c) and question 3. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

Level 1	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
Level 2	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
Level 3	the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary
Level 4	the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately

PAPER 4271/06

UNIT 1: STUDY IN-DEPTH

WESTWARD MIGRATION: THE AMERICAN WEST, 1840-1895

MARKING SCHEME

QUESTION 1

Question 1 (a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
4			4

Question: **What do Sources A and B suggest about the methods used to keep law and order in the American West? [4]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, paraphrasing or describing sources only. [1-2]

Eg: Source A states that gun laws in Western towns were very strict. Source B shows a wanted poster for Billy the Kid.

LEVEL 2 Uses the content of both sources in their historical context. If answer is imbalanced in use of sources award 3 marks. [3-4]

Eg: The two sources show a range of methods used to keep law and order. Source A states that Western towns had strict gun laws. Signs told visitors to hand in their guns to sheriffs while they were in town. Towns also had sheriffs, like Wyatt Earp, who enforced the rules relating to guns. Source B shows that the authorities issued wanted posters for troublemakers, in this case for Billy the Kid. It has a photograph of the outlaw and gives his description, to help in his capture. There is also a reward of \$5,000 for his capture, dead or alive.

Question 1 (b)

Target:	Understanding of source material; recall and deployment of own knowledge		
Mark allocation:	AO1	AO2	AO3
6	4		2

Question: **Use Source C and your own knowledge to explain why many people migrated West on to the Great Plains in the late nineteenth century.** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; copies or paraphrases source material; uses content of source only. [1-2]

Eg: The source states that people migrated West to make a new start after the end of the civil war. The completion of the railway system meant that this was now quite easy and many thousands of emigrants moved West.

LEVEL 2 Understands content of the source with some background knowledge. [3-4]

Eg: The source explains that people moved West on to the Plains to make a new life. After the end of the civil war many people e.g. ex-soldiers wanted to make a new start in a different area, perhaps because they found it difficult to settle back into a routine. The completion of the transcontinental railway made the move west a lot easier. The government and railroad companies offered free land for those willing to make the journey. New farming inventions made farming the prairies easier.

LEVEL 3 Clear use of the content of the source with accurate and detailed background knowledge used to explain the issue. [5-6]

Eg: The source gives clear reasons why people moved West on to the Plains. For many e.g. ex-soldiers, particularly southerners, and ex-slaves there was a desire to put the horrors of the civil war behind them and create a new life. For others it was simply an adventure. As the source mentions, the railroad system offered speedy access to the Plains, both for migrants from the east and for the many European immigrants who came to America. Railroad companies also lured migrants with the promise of cheap land while the government promised free land under the terms of the Homestead Act. New farming technology e.g. the steel plough and barbed wire made farming the Plains more productive as did windmills and the introduction of crops like Turkey Red wheat.

Question 1 (c)

Target:	Understand, analyse and evaluate source material: recall and deployment of own knowledge		
Mark allocation:	AO1	AO2	AO3
8	2		6

Question: **How useful are Sources D and E to an historian studying the life of homesteaders in the settlement of the West.** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Comprehends content of the sources; little focus on utility.** [1-2]

Eg: Source D shows Indians attacking a cabin. Source E shows that it was possible to make a success of the homesteader life.

LEVEL 2 **Considers usefulness of the sources in terms of both their content and their authorship.** [3-4]

Eg: Source D is useful because it is a cartoon from 1887 which shows the different problems faced by homesteaders in a humorous way. As well as attacks by Indians and outlaws, there were also insects which ate the crops. Source E is useful because it tells us about the success of a homesteader family. Their hard work paid off and their lives improved dramatically, as a result.

LEVEL 3 **Evaluates both sources in context with some imbalance; reaches conclusion regarding utility for the set enquiry.** [5-6]

Eg: The sources are both quite useful for different reasons in studying the life of homesteaders. Source D shows a number of problems – attacks by Indians and outlaws, insect pests eating crops and miners digging up their farmland. Though Source D is a cartoon it is still useful as it is trying to make a serious comment about the difficulties homesteaders could expect, though in a humorous way. Source E is also quite useful. It is an advert from a railway company and its aim is to encourage more people to settle in the west, using the experiences of the homesteader family as a success story. However, it does also imply that much hard work was needed to build a successful farm.

LEVEL 4 **Evaluates both sources regarding the specific historical context; reaches reasoned and substantiated judgement regarding their utility for the set enquiry.** [7-8]

Eg: Both sources are useful in their different ways in describing the lives of homesteaders who settled on the Great Plains. Source D focuses on the unpredictable nature of life on the plains e.g. Indian attacks, problems with outlaws, insect pests and other people, like miners, also making claims on the land. Though it is a cartoon it is making a serious statement about some of the physical dangers that were beyond the control of farmers and blighted their lives. Source E examines the experiences of one family, though they may have been fairly typical as it emphasises a different aspect of the way of life of homesteaders – namely the hard work needed to start a farm. Though it is an advert for a railway company which wants to encourage migrants to move West and is about a family which has made a success of their lives, it is not trying to hide the fact that years of hard work and sacrifice were needed to become a successful homesteader, so it is quite a useful source. Neither source, therefore, downplays the fact that the lives of homesteaders were not easy.

QUESTION 2

Question 2(a)

Target:	Recall and deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
4	4		

Question: **Describe the effect of the destruction of the buffalo on the Indian way of life.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with weak or implied points made. [1-2]

Eg: The Indians relied on the buffalo for their daily lives. They used different parts of the buffalo for so many things e.g. food, clothes and shelter. As a result the destruction of the buffalo herds had a huge impact on Indian society.

LEVEL 2 A more detailed and accurate description. [3-4]

Eg: The government did nothing to prevent the destruction of the buffalo herds, which had a devastating effect on Indian society. It was one of the methods by which they sought to control the Indians. Without the buffalo the Indians were forced into reservations and this made them reliant on the government for food. This marked an end to their nomadic lifestyle and undermined their warrior culture.

Question 2(b)

Target:	Understand and analyse source material; recall and deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
6	2		4

Question: **Why was Source F produced in 1891?** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Comprehends content of the source; little focus on why it was produced.** [1-2]

Eg: The source was produced to show that white people were frightened by the ghost dance. They thought the Indians would rise up against them.

LEVEL 2 **Considers the source in its historical context; suggests some reasons for its production.** [3-4]

Eg: The source was produced as it was aimed to warn the government of the threat of the ghost dance. The source tells us that the ghost dancers believed that dead Indians would be brought back to life to drive out the white people. This alarmed officials in the Pine Ridge reservation. The fact they sent a telegram emphasises their alarm.

LEVEL 3 **Analyses the source in its historical context; gives detailed reasons regarding its production at the time.** [5-6]

Eg: Source F was typical of the reaction of many white Americans to the ghost dance. They believed that the dance would lead to an Indian uprising against them and want the government to put an end to the dancing. There is an obvious note of alarm in the telegram, possibly because the Sioux had shown such stern resistance to the US army. For this reason the source is biased and the writer shows a clear lack of understanding of the reason for the dance. The ghost dance was born out of hunger and despair. However, the panic caused by the ghost dance led to intervention by the army and the shooting of Sitting Bull and the massacre at Wounded Knee.

Question 2(c)

Target:	Recognition and explanation of historical interpretations; analysis of key historical features; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	2	2	6

Question: **One interpretation is that Custer was not responsible for the defeat at the Battle of the Little Big Horn. How far do you agree with this interpretation?** [10]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; makes simple comments about the interpretation; will copy or paraphrase the given evidence.** [1-2]

Eg: Custer alone was not responsible for the defeat. He had been told that there were only 800 hostile Indians. They also had repeater rifles which he had not expected.

LEVEL 2 **Identifies differences between ways in which the issue has been interpreted; will offer a basic judgement with some support from given evidence and/or own knowledge of the issue.** [3-5]

Eg: Answers will show understanding that Custer alone was not responsible for the defeat. Expect basic contextual support to be given in terms of a judgement, such as the evidence of Bruce Rosenberg that Custer was let down by the Bureau of Indian Affairs who grossly underestimated the number of Sioux and the fact that they had obtained repeater rifle. However, not everyone agreed that Custer was blameless. General Sheridan believed Custer made a fatal mistake in dividing his forces. This same point is echoed by Private Slaper.

LEVEL 3 **Begins to recognise and comment on how and why this issue has been interpreted in different ways; will give a judgement regarding the given interpretation.** [6-8]

Eg: Answers will address the question by offering comment on different interpretations of the reasons for Custer's defeat at the Little Big Horn. Answers will begin to demonstrate why different interpretations of this issue have been made. Evidence 1 gives the view that Custer alone was not responsible for the defeat. The writer is an historian who will have researched the facts thoroughly. He argues that Custer was a victim of circumstances, having been misled about the numbers of Indians and the fact that they had repeating rifles.

The alternative interpretation is that Custer was responsible for the defeat. One person who thought this was General Sheridan. In Evidence 2 he states that Custer's mistakes led to the defeat. Custer weakened his force by dividing it into three. It also implies that Custer had not bothered to check out the enemy before attacking. Sheridan was a very experienced senior officer and so his interpretation should be a reliable one. Sheridan's view of Custer is supported by Evidence 3. Though this writer was only a private soldier he lived through the events and is giving us a valuable first hand account of what happened. He claims Custer was impatient and attacked early because he wanted glory. If he had taken more time to plan an attack, he might have noticed the huge numbers of Indians in the Little Big Horn and waited for reinforcements.

LEVEL 4 **Recognises and provides substantiated comments on how and why this issue has been interpreted in different ways; will give a clear judgement considering the given interpretation in the historical context.**

[9-10]

Eg: Answers will clearly state whether they agree with the given interpretation. Custer alone was not responsible for the defeat at the Little Big Horn. In order to make this judgement, answers will discuss how the given interpretation has been arrived at and recognise that there are other valid interpretations of this issue.

The historian writing in Evidence 1 states that Custer was not to blame and believes that the Bureau of Indian Affairs should take responsibility. There were far more Indians than he had been led to believe and they were better armed than he thought. This is likely to be a well researched piece of evidence, so it should be reliable. It is also focused on Custer and the Big Horn suggesting he will have researched the events in great depth. In Evidence 2 even General Sheridan mentions that this was the largest group of Indians that ever assembled. However, it does not explain why Custer still chose to attack, even after his scouts had told him that there were far more Indians than he had expected.

On the other hand, the range of evidence given in parts 2 and 3 point to the conclusion that Custer was largely responsible for the defeat, which happened because of a series of tactical errors on his part, combined with his desire for personal glory. In Evidence 2 we have the testimony of General Sheridan, a senior officer with vast experience, including Indian warfare. He lists Custer's tactical mistakes e.g the tired men and the decision to split his force instead of a single attack. Sheridan has had 3 years to think about the battle and this is his conclusion. This evidence was given to military inquiry, which is likely to be made up of senior officers, so he will have been speaking to experts who would have seen through any weakness in his testimony. The interview by William Slaper, the private soldier, supports Sheridan's view that Custer was responsible. Though he was only a private, he did experience the events. He believes that Custer should have waited for reinforcements from General Terry. He uses the words "I, like many others", which suggests that other soldiers also had doubts about Custer's leadership. His evidence hints that Custer's own personality contributed to the defeat. However, both pieces of evidence have their limitations. Sheridan was overall commander in the Sioux War and may have wanted to blame Custer for the disaster, while Slaper was a survivor and perhaps angry at Custer for the loss of fellow troopers.

QUESTION 3

Question 3

Target:	Recall and deployment of knowledge; explanation and analysis of key concepts; quality of written communication			
Mark allocation:	AO1	AO2	AO3	SPG
15	4	8		3

Question: **Was the California gold rush the main reason why the early pioneers moved West?** [12+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; basic response which offers little support.** [1-3]

The California gold rush was a major reason why so many people went west. It gave them a chance to get rich.

LEVEL 2 **Answer begins to discuss the issue set in the question.** [4-6]

To distinguish between 4 and 6 marks apply the following:

For 4 marks: A one-sided answer with some contextual support **OR** a very weak two-sided answer with little contextual support.

For 5-6 marks: A developed one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support. Award the higher mark for the degree of contextual support.

Eg. The discovery of gold in California was an important reason why so many pioneers moved West. There was a rapid increase in the number of migrants who headed west after 1848. Some went by boat but the vast majority went overland by wagon train. Though the gold rush did not last long and very few people made their fortunes, many of the miners stayed on in California after the gold rush had ended. In the years before the civil war there were other reasons why migrants headed west. Some headed west to places like Oregon and California because land was cheap and plentiful, while others like the Mormons wanted to escape religious persecution.

LEVEL 3 **Answer is mainly a reasoned analysis of the issue set in the question.**

[7-9]

To distinguish between 7 and 9 marks apply the following:

For 7 marks: A very good one-sided answer with contextual support **OR** an unbalanced two-sided response with contextual support.

For 8-9 marks: A reasoned and developed analysis of the issue but lacking some detail or balance. Award the higher mark for the degree of contextual support.

Eg: Answers will begin to offer a judgement with good reasoning. On the one hand, the discovery of gold in California was an important reason. Some 300,000 people headed into California in the late 1840s and early 1850s. San Francisco grew from a village of 200 souls in 1846 to a boomtown of 36,000 inhabitants by 1852. California's population was less than 10,000 in 1840. California grew from 93,000 in 1850 to 380,000 in 1860. Many of these pioneers crossed the plains by wagon train. In doing this they followed the trails that had been opened up by mountain men who had been among the earliest pioneers. However, the search for gold was not the only reason pioneers headed to California. Fur trappers had already reached California by the 1820s and others also settled there to farm, though their numbers were small compared to the miners. In other parts of the west pioneers settled for other reasons. The economic depression of the late 1830s in the USA persuaded many people, especially farmers, to start a new life in the West. To some the East was also becoming crowded and people headed West to find space. Religion was another factor. Some groups, like the Mormons, went West to escape persecution because of their beliefs. Other religious groups sent missionaries to convert the Indians. Americans felt it was their Manifest destiny to settle the West.

Level 4

Answer is a developed, reasoned and well-substantiated analysis of the issue set in the question. [10-12]

To distinguish between 10 and 12 marks apply the following:

For 10 marks: A developed, reasoned and well-substantiated analysis with good balance, using mostly accurate and relevant contextual support.

For 11-12 marks: A developed, reasoned and well-substantiated analysis with good balance, using fully accurate and relevant contextual support. Award the higher mark for the degree of contextual support.

Eg: Answers will clearly evaluate the issue in the question. Answers may suggest that the discovery of gold in California was an important reason, but was only one among many. California certainly led the way in the late 1840s and early 1850s, when some 300,000 people headed to the state. San Francisco grew from a village of 200 souls in 1846 to a boomtown of 36,000 inhabitants by 1852. California's population was less than 10,000 in 1840. California grew from 93,000 in 1850 to 380,000 in 1860. Many of these pioneers crossed the plains by wagon train. In doing this they followed the trails that had been opened up by mountain men who had been among the earliest pioneers. These trails helped to link East and West. However, the search for gold was not the only reason pioneers headed to California. Fur trappers had already reached California by the 1820s and others also settled there to farm, though their numbers were small compared to the miners. However, many sent glowing reports about the climate and the quality of the land which encouraged further migration. In other parts of the west pioneers settled for other reasons. The economic depression of the late 1830s in the East caused a lot of hardship. This persuaded many people, especially farmers, to start a new life in the West. To some the East was also becoming crowded and people headed West to find space and a sense of freedom. There was plenty of land available. Religion was another factor. Some groups, like the Mormons, went West to escape persecution because of their beliefs. Other religious groups went West to convert Indians to Christianity e.g. the Whitmans in Oregon. They also sent back glowing reports to encourage more white settlement. The government was also keen to see the west settled. In the 1840s, under President Polk, the USA increased its territory by over one third. The government wanted these new lands – California, Oregon and Texas – to be settled quickly. They supported the idea of Manifest destiny and of an America which stretched from the Atlantic to the Pacific. Land in Oregon was offered for a minimum price to anyone who would clear the land and farm it. In 1850 55,000 pioneers headed west in response. The gold rush was an important reason – particularly in the late 40s and early 50s- but there were others which were equally important.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.