



Oxford Cambridge and RSA

# A Level History A

## Unit Y216

### The USA in the 19th Century: Westward expansion and Civil War 1803–c1890

Sample Question Paper

## Date – Morning/Afternoon

Time allowed: 1 hour



**OCR supplied materials:**

- 12 page Answer Booklet

**Other materials required:**

- None



First name										
Last name										
Centre number						Candidate number				

### INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Choose either Question 1 or Question 2 and Answer all parts of the question.
- Write your answer to each question on the Answer Booklet.
- Do **not** write in the bar codes.

### INFORMATION

- The total mark for this paper is **30**.
- The marks for each question are shown in brackets [ ].
- Quality of extended responses will be assessed in questions marked with an asterisk (\*).
- This document consists of **4** pages.

Answer **EITHER** all of Question 1, or all of Question 2.

**1 (a)** Which of the following was the greater threat to the Union in the years 1850–1861?

- (i) The Kansas Nebraska Act
- (ii) The Dred Scott decision

Explain your answer with reference to both (i) and (ii).

[10]

**1 (b)\*** How important were improved communications for the opening up of the West?

[20]

**OR**

**2 (a)** Which had the greater consequences for Native Americans in the years 1861–1890?

- (i) The 'Indian Wars'
- (ii) The Dawes Act

Explain your answer with reference to both (i) and (ii).

[10]

**2 (b)\*** 'The leadership of Lincoln was the main reason for Union victory in the Civil War.' How far do you agree?

[20]

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**...day June 20XX – Morning/Afternoon**

**A Level History A**

**Unit Y216 The USA in the 19th Century: Westward expansion and Civil War 1803–c1890**

**MARK SCHEME**

**Duration: 1 hour**

**MAXIMUM MARK 30**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on–screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log–in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
- where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
- if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.
- Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. Annotations

Annotation	Meaning



## 12. 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.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

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

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 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 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.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	<b>Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>
<b>Level 6</b> 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
<b>Level 5</b> 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
<b>Level 4</b> 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
<b>Level 3</b> 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
<b>Level 2</b> 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
<b>Level 1</b> 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	<b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>
<b>Level 6</b> 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

Question		Answer	Marks	Guidance
1	(a)	<p><b>Which of the following was the greater threat to the Union in the years 1850–1861?</b></p> <p><b>(i) The Kansas Nebraska Act</b> <b>(ii) The Dred Scott decision</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with the Kansas Nebraska Act</b>, answers might point to its role in the collapse of the Whigs and the rise of the purely Northern-based Republican Party.</li> <li>• Answers might also point to the civil disobedience and near civil war which resulted in the new territory of Kansas.</li> <li>• Answers might, however, also point to the fact that the issue was largely resolved by 1858.</li> <li>• <b>In dealing with the Dred Scott Decision</b>, answers might suggest that its ruling created a sense of despair amongst African Americans and Northern Abolitionists which led to radicalisation, e.g. John Brown.</li> <li>• Answers might point to the scandal over Buchanan's involvement and the importance the ruling played in gaining support for the Republicans.</li> <li>• Answers might also, however, suggest that the ruling on its own did not threaten the union; it was the wider context that made it seem threatening.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to the extent of 'threat to the Union' within the date range 1850–1861.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or make take a continually comparative approach. Either approach is acceptable.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
1	(b)*	<p><b>How important were improved communications for the opening up of the West?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that improved communications were the main reason</b>, answers might comment on canals, roads and railroads and/or mail and the telegraph and their impact in opening up the West in general and in facilitating specific</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on importance, but at Level 4 may simply list factors.</li> <li>• At Level 5 and above there will be judgement as to the relative importance of factors.</li> <li>• At higher levels candidates might establish criteria</li> </ul>

Question	Answer	Marks	Guidance
	<p>periods of expansion. They might also discuss the importance of Federal Government and private interests in driving this improvement.</p> <ul style="list-style-type: none"> <li>• However, answers might comment that whilst improved communications were an enabler of westward expansion, without the push/pull factors that made people move, the spread West would not have happened.</li> <li>• <b>In arguing that they were not the main reason</b>, answers might analyse other enabling factors and/or push/pull factors.</li> <li>• Answers might discuss the Federal Government Policy e.g. Louisiana Purchase, Florida, Texas, Oregon, Gadsden Purchase, War with Mexico, admission of new states to the Union, Federal Government and communications, mail, Homestead Act, Morrill Act (these might be dealt with as a group or candidates might select specific policies of importance and analyse these individually).</li> <li>• Answers might comment on the role of individuals', e.g. individual explorers, military leaders and/or others such as Mormons.</li> <li>• Answers might discuss resources/economic factors e.g. fur, gold, mining, farming and economic push factors in the East and Mid-West.</li> <li>• Answers might discuss the ideological factors and the importance of Manifest Destiny and the Whig ideal of 'Improvement'.</li> </ul>		<p>against which to judge the most important factor.</p> <ul style="list-style-type: none"> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

Question	Answer	Marks	Guidance
2 (a)	<p><b>Which had the greater consequences for Native Americans in the years 1861–1890?</b></p> <p><b>(i) The ‘Indian Wars’</b></p> <p><b>(ii) The Dawes Act</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with the Indian Wars</b>, answers might suggest that for certain Native American groups such as the ‘Five Civilised Tribes’ the Indian Wars had huge consequences in terms of immediate loss of life and subsequent treaties which led to huge loss of land.</li> <li>• Answers might also point to this period as the beginnings of the misguided Americanisation and Reservation policy.</li> <li>• Answers might, however, also suggest that the Indian Wars affected only certain Native American peoples in a defined geographical area as opposed to the whole population.</li> <li>• <b>In dealing with the Dawes Act</b>, answers might suggest that by creating an Allotment policy, and selling off ‘excess’ land, this Act represents one of the most significant losses of Native American land in this period as well as undermining traditional economic and social structures.</li> <li>• Answers might suggest that as a national policy it affected all Native Americans.</li> <li>• Answers might also, however, suggest that for some Native Americans Allotment had a positive impact and was an improvement on conditions in the Reservations.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• Judgement must be supported by relevant and accurate material. If not, mark as assertion.</li> <li>• Only credit material relevant to the extent of ‘consequences for Native Americans’ within the date range 1861–1890.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or make take a continually comparative approach. Either approach is acceptable.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>



Question	Answer	Marks	Guidance
2 (b)*	<p><b>'The leadership of Lincoln was the main reason for Union victory in the Civil War.'</b> How far do you agree?</p> <ul style="list-style-type: none"> <li>• <b>In arguing that Lincoln was the main reason</b>, answers might comment on both his military and political leadership during this period. Specific issues discussed might include his character, appointments, relations with ministers, organisation of the war effort, the Emancipation Proclamation and the election of 1864.</li> <li>• However, answers might also comment that other key individuals and factors on the Union side contributed to victory as well as weaknesses in the Confederacy.</li> <li>• <b>In arguing that Lincoln was not the main reason</b>, answers should analyse other factors on the Union and/or Confederacy side.</li> <li>• Answers might comment on Davis and his leadership of the Confederacy, e.g. character, appointments, relations with ministers and states and his organisation of the war effort (candidates might choose to compare him to Lincoln although this is not required).</li> <li>• Answers might discuss the importance of other individuals, e.g. military commanders such as McClellan, Grant and Lee.</li> <li>• Answers might consider the military strategy and the significance of major campaigns and battles, e.g. Antietam, Shiloh, Vicksburg, Gettysburg, the march through Georgia, Wilderness Campaign, naval blockade.</li> <li>• Answers might discuss the international situation.</li> <li>• Answers might discuss the resources and supplies on both sides.</li> <li>• Answers might discuss the differences in morale.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on 'the main reason', but at Level 4 may simply list reasons.</li> <li>• At Level 5 and above there will be judgement as to the relative importance of reasons.</li> <li>• At higher levels candidates might establish criteria against which to judge the most important reason.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate facts. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

## Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	Total
1a/2a	10			10
1b/2b	20			20
Totals	30			30

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