

GCE

History A

**Unit : Y216/01 The USA in the 19th Century: Westward
expansion and Civil War 1803 – c.1890**

Advanced GCE

Mark Scheme for June 2017

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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.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

MARK SCHEME

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>Which of the following was of greater significance in opening up the West to settlement in the period after 1861?</p> <p>(i) The Homestead Act (1862) (ii) The Morrill Act (1862)</p> <p>Explain your answer with reference to both (i) and (ii).</p> <p>In dealing with the Homestead Act answers might consider that it was the first Federal Government initiative to support the settlement of lands in the West by small-scale farmers, as opposed to land speculators and private companies.</p> <ul style="list-style-type: none"> • Answers might consider that it resulted in relatively large numbers of settlers (c.600,000) setting up homesteads. • Answers might, however, also consider the limitations of the Act, for example abuse by land-speculators and the difficulties of setting up homesteads in areas where terrain was poor. • Answers might consider that it was still a relatively small proportion of those moving west who took advantage of the Homestead Act and that most settlers gained land through traditional means, such as purchase from land speculators and companies. <p>In dealing with the Morrill Act answers might consider that it made provision for the foundation of agricultural colleges to help farmers learn and improve agricultural techniques.</p> <ul style="list-style-type: none"> • Answers might consider that the immense difficulties of establishing sustainable farms in the West put off many potential settlers and caused others to fail; the foundation of these colleges was designed to 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • 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.

			<p>overcome this.</p> <ul style="list-style-type: none">• Answers might also, however, consider that it was still a very small minority of farmers who accessed learning at these colleges, and that accessing learning about agricultural techniques still did not overcome other barriers to successful settlement such as the need for capital.• Answers might connect some of the numerous agricultural advances and discoveries in the second half of the nineteenth century with the foundation of such colleges, but might also note that many of these were made independently by entrepreneurs and were not linked to the Morrill Act investments.		
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1	(b)*	<p>To what extent can the success of the Republican Party in the years 1854-1861 be explained by the leadership of Lincoln?</p> <p>In arguing that the leadership of Lincoln was the main reason for the success of the Republican Party,</p> <ul style="list-style-type: none"> • Answers might consider Lincoln’s personal gravitas, charisma and public speaking skills, which garnered support for the Party, evidenced, for example, in the Lincoln-Douglas debates. • Answers might consider Lincoln’s strong personal reputation as ‘honest Abe’, as contrasted with disillusionment with many of the longer-established political figures. • Answers might consider Lincoln’s intellectual leadership of the Party, evolving its platform/policies in line with unfolding events during the 1850s. • Answers might consider the development of Lincoln’s own thinking on key issues such as slavery, which remained moderate, and enabled the Party to gain mainstream support among Northern voters. • Answers might consider Lincoln’s focus on economic issues as well as slavery-related ones, to ensure maximum appeal across northern states. • Answers might consider Lincoln’s understanding of the power of propaganda to win over potential northern voters, particularly focused on the threat of the ‘slave power’. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘to what extent’, but at Level 4 may simply list the reasons for success. • At Level 5 and above there will be judgement as to the relative importance of the reasons • At higher levels candidates might establish criteria against which to judge the reasons. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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.
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		<p>In arguing that other reasons were more important,</p> <ul style="list-style-type: none"> • Answers might consider the catastrophic problems within the Democratic Party, which led to a North-South split, enabling a Republican victory. • Answers might consider the importance of the issue of Kansas-Nebraska in generating support for free-soil policies in the North and in dividing the Democratic Party. • Answers might consider growing sectional tension between North and South over issues such as the Fugitive Slave Law, Kansas-Nebraska and the Dred Scott decision, arguably making the rise of a party which represented Northern interests necessary and even inevitable. • Answers might consider the economic context, particularly the ‘Panic’ of 1857, which created a context more favourable to the Republicans. • Answers might consider the actions of radicals such as John Brown which pushed moderate northerners to support the Republicans. • Answers might consider the decline of immigration and the collapse of the ‘Know-Nothings’ which eliminated one of the Republicans main political rivals in the North. 		
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2	(a)	<p>Which of the following was of greater importance in generating Northern hostility towards the South in the years 1850-1861?</p> <p>(i) The Fugitive Slave Law of 1850 (ii) The Dred Scott Decision of 1857</p> <p>Explain your answer with reference to both (i) and (ii).</p> <p>In dealing with the Fugitive Slave Law of 1850 answers might consider that its very harsh terms alienated many northerners who had previously not identified with anti-slavery or anti-southern sentiment or groups.</p> <ul style="list-style-type: none"> • Answers might consider its importance in beginning to generate a ‘slave power conspiracy’ in the North, due to its seeming promotion of the encroachment of Southern interests on Northern states’ rights. • Answers might consider some of the numerous examples of civil disobedience to the Law in the North, or some of the political or judicial challenges made to it, for example Personal Liberty Laws, as evidence of the extent of anti-Southern feeling. <p>In dealing with the Dred Scott decision of 1857 answers might consider the far-reaching and controversial ruling (that blacks could not be citizens and that Congress had no authority to limit slavery in the territories) as being deeply unpopular with most northerners and seen to be enshrining southern interests at the expense of the priorities of the north.</p> <ul style="list-style-type: none"> • Answers might consider the extensive propaganda the decision generated in the North, and the Republican Party’s capitalisation on it, to generate anti-southern feeling and fears of a ‘slave power conspiracy’. • Answers might consider that it occurred at a time of already heightened anti-Southern sentiment due to issues such as Kansas. 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • 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.
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			<ul style="list-style-type: none">• Answers might consider the dominance of the Supreme Court Bench by Southern judges and the widespread belief in the north that pro-Southern President Buchanan interfered with the decision, increasing anti-southern sentiment.		
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2	(b)*	<p>“The consequences of Westward Expansion were entirely positive for the United States in the period 1803-c.1890”. How far do you agree?</p> <p>In arguing that the consequences of westward expansion were positive for the United States,</p> <ul style="list-style-type: none"> • Answers might consider political benefits, for example: the role westward expansion and the opening up of the west played in generating support for the main political parties; the opportunity to strengthen Federal Government authority through legislation and the sponsorship of the opening up of the West; the strengthening of the USA against international rivals such as Mexico, Spain and Great Britain. • Answers might consider economic benefits, for example: the opening up of large swathes of territory for farming, both arable and pastoral, particularly cattle ranching; access to new and valuable resources, such as gold; the diversity of economic activities possible in the West, from trapping and trading to large scale farming and mining; the development of economically valuable transportation and communication systems; entrepreneurialism, for example in developing new agricultural techniques; new markets for manufactured goods and the opportunity to grow raw materials such as cotton needed for emerging industries. • Answers might consider social and cultural benefits, for example: an outlet for population from over-populated areas; an outlet for socially ‘undesirable’ individuals and groups and those marginalised from society, such as the Mormons; the opportunity to create new communities in line with particular political or religious views; a sense 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘how far’, but at Level 4 may simply list the consequences. • At Level 5 and above there will be judgement as to the relative importance of the consequences. • At higher levels candidates might establish criteria against which to judge the consequences • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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.
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		<p>of unity and national identity created by the realisation of ‘manifest destiny’; new knowledge and discoveries through exploration and mapping; improved status of women and African Americans in many parts of the West.</p> <ul style="list-style-type: none"> • Answers might consider ecological benefits through the move towards conservation later in the period. <p>In arguing that the consequences of Westward Expansion were not universally positive for the United States,</p> <ul style="list-style-type: none"> • Answers might consider political problems: the ultimately devastating impact the controversy over the expansion of slavery in the West had, with rising sectional tension culminating in civil war; other political divisions and controversies associated with the expansion West, for example debate over the extent of Federal Government authority in the West or hostility to certain figures such as Jackson; war, and its associated expense and loss of life, for example the war with Mexico or the Indian Wars. • Answers might consider economic problems, for example: the difficulties establishing sustainable farms and homesteads in the West; the corruption associated with land speculation and railway development; the detrimental impact of opening up new, fertile lands, on older, less economically strong states, particularly in the South. • Answers might consider social and Cultural problems, for example: the hugely detrimental impact on Native American societies; problems with law and order and justice in the West; loss of life, disease and danger in the new western territories and states. 		
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			<ul style="list-style-type: none">• Answers might consider ecological problems, for example: the destruction of valuable natural resources, such as the hunting of buffalo almost to extinction.		
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APPENDIX 1 – this contains the generic mark scheme grids.

	<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>
	Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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>
	Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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.

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