

**GCE**

**History A**

Unit **Y246/01**: The USA in the 19th Century: Westward expansion  
and Civil War 1803–c.1890

Advanced Subsidiary GCE **H105**

**Mark Scheme for June 2018**

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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.

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Question	Answer/Indicative content	Mark	Guidance
1	<p><b>To what extent were Lincoln and the Republican Party responsible for the growth of sectional tension in the period 1850-1861?</b></p> <p><b>In arguing that Lincoln and the Republican Party were mainly responsible for the growth of sectional tension,</b> answers might point to:</p> <ul style="list-style-type: none"> <li>• The importance of Republican Party propaganda in promoting a ‘slave power conspiracy’ which increased tension and suspicion in the North.</li> <li>• The capitalisation of the Republican Party on controversial issues such as the future of Kansas-Nebraska, the Dred Scott Case and economic differences between North and South.</li> <li>• The election of Lincoln in 1860 as a turning point in the breakdown of relations between North and South.</li> </ul> <p><b>In arguing that other reasons were more significant,</b> answers might point to:</p> <ul style="list-style-type: none"> <li>• Inherited reasons for tension which pre-dated the foundation of the Republican Party in 1854 and its rapid growth from 1856 onwards, particularly tensions associated with westward expansion and the limitations of the Compromise of 1850.</li> <li>• Ongoing problems of westward expansion, for example the high levels of tension over the Kansas-Nebraska Bill.</li> <li>• Issues within the Democratic Party which generated sectional political divisions.</li> <li>• The actions of the South, particularly of radical Southern ‘fire-eaters’, for example in promoting fear of ‘Black Republicanism’ across the South, and in the use of violence, for example ‘Bleeding Kansas’ and the ‘Bleeding Sumner’ incident; the decision of Southern states such as South Carolina to secede from the Union shortly after Lincoln’s election.</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to the relative importance of the reasons.</li> <li>• At level 5 answers might establish criteria against which to judge the relative importance of the reasons.</li> <li>• To be valid, judgements 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>

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	<ul style="list-style-type: none"> <li>• Actions of the North not directly related to the Republican Party, for example resistance to the implementation of the Fugitive Slave Law; actions of radicals, abolitionists and 'freesoilers', for example Harriet Beecher Stowe's Uncle Tom's Cabin, 'Bleeding Kansas', John Brown's raid on Harper's Ferry.</li> </ul>		
2	<p><b>“Lincoln’s leadership of the Union was a success during the Civil War.” How far do you agree?</b></p> <p><b>In arguing that Lincoln’s leadership of the Union was a success, answers might consider:</b></p> <ul style="list-style-type: none"> <li>• Lincoln’s personal capabilities, charisma and popularity enabling him to serve as a single, unifying leadership figure for the Union.</li> <li>• Lincoln’s political and man management skills, creating a ‘team of rivals’ within his cabinet comprised of the most capable politicians available, and working well with Congress.</li> <li>• Lincoln’s appointment of effective military leaders such as Grant and Sherman who delivered decisive victories against the Confederacy from the mid stages of the war.</li> <li>• The effectiveness of Lincoln’s naval strategy in weakening the Confederacy.</li> <li>• Lincoln’s success in preventing international intervention on the side of the Confederacy from powers such as Britain and France.</li> <li>• Lincoln’s creation of a war economy through financial policies (for example higher taxation, borrowing and the issuing of paper money) and investment in industry, transportation and communications.</li> <li>• Lincoln’s use of ‘war powers’, for example the use of conscription to ensure an adequate supply of troops and the suspension of habeas corpus.</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to the extent of success.</li> <li>• At level 5 answers might establish criteria against which to judge success.</li> <li>• To be valid, judgements 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>

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	<ul style="list-style-type: none"> <li>• The importance of Lincoln’s decision to issue the Emancipation Proclamation in building support for the war and generating additional manpower through African American recruits.</li> </ul> <p><b>In assessing other reasons</b>, answers might consider:</p> <ul style="list-style-type: none"> <li>• The severity of sectional tension by the point of Lincoln’s election, making successful compromise unlikely from the outset.</li> <li>• The inactivity of President James Buchanan during the ‘lame duck’ period following the election.</li> <li>• The role of Lincoln and the Republicans and their unwillingness to engage with congressional attempts at compromise, particularly the Crittenden proposals of December 1860.</li> <li>• The weaknesses of other attempts at compromise, such as the Washington Peace Convention of February 1861.</li> <li>• Popular sentiment in the North which was largely opposed to the break-up of the Union.</li> <li>• A lack of understanding in the North of the extent of Southern feeling, and the failure to take secession seriously early enough.</li> <li>• Problems of the status of Federal Government property in the Confederate states, which ultimately precipitated the first shots of war at Fort Sumter in January 1861.</li> <li>• Lincoln’s indifferent management of the war in its early years, 1861-2.</li> </ul>		
3	<p><b>Read the interpretation and then answer the question that follows:</b></p> <p><b>“Without Federal Government action – through territorial expansion, military protection and financial support – the rapid Westward expansion of the USA could not have taken place.”</b></p>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation.</li> <li>• Candidates must refer to at least one other interpretation. The quality of analysis and evaluation of</li> </ul>

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	<p><b>From: D. Murphy, K. Cooper and M. Waldron, The United States 1776-1992 (2001)</b></p> <p><b>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</b></p> <p>The historical debate centres on the nature and importance of Federal Government stimulation of Westward Expansion: to what extent it was a ‘top down’ process driven by government policy and to what extent it was a grassroots movement driven by settlers themselves not reliant government intervention.</p> <p>In analysing and evaluating the strengths and weaknesses of the interpretation, answers might consider that the interpretation argues that Federal Government stimulation was an essential enabler of westward expansion, without which it would not have occurred. They might note the interpretation cites three different types of policies – the deliberate opening up of land for settlement, plus military and financial support.</p> <p><b>In analysing and evaluating the strengths of the given interpretation,</b> answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Federal Government policies to open up new land to settlement, for example the Louisiana Purchase (1803), the annexation of Oregon (1846) and Texas (1844), the Gadsden Purchase (1853), and the Kansas-Nebraska Act (1854).</li> <li>• The sponsorship by the Federal Government of exploration and mapping of the new territories, for example Lewis and Clark’s expedition of 1804.</li> <li>• Successful military campaigns to conquer new territory, such as the conquest of Florida in 1819 or the War against Mexico 1846-48 and military support</li> </ul>		<p>the interpretations should be considered when assigning answers to a level, not the quantity of other interpretations included in the answer.</p> <ul style="list-style-type: none"> <li>• Other interpretations considered as part of evaluation and analysis do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate’s own viewpoint.</li> <li>• Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however for level 5 there should be well supported evaluation of both and for level 4 supported evaluation of both, in line with levels descriptors.</li> <li>• Candidates are not required to construct their own interpretation.</li> </ul>

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	<p>for settlers against hostile foreign powers (for example the Mexican Government in Texas) and Native Americans.</p> <ul style="list-style-type: none"> <li>• The role the Federal Government played in relocating and dispossessing Native Americans through treaties and military means, for example, Jackson’s Indian Removal policy.</li> <li>• The promotion by the Federal Government of the settlement of territory in the West, for example through the Homestead and Morrill Acts of 1862.</li> <li>• Federal Government sponsorship of the development of transportation and communications- roads, railroads, canals, mail, telegraphs.</li> </ul> <p><b>In analysing and evaluating the weaknesses of the given interpretation,</b> answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The importance of individual pioneers and settlers in identifying, settling and exploiting land in the West.</li> <li>• The limitations of Federal Government land acquisitions – settlement into these areas was still reliant on the actions of enterprising settlers and land speculators and often progressed slowly.</li> <li>• The settlement of areas such as Texas and Oregon not initially sanctioned by the Federal Government.</li> <li>• The role of missionaries and religious groups in opening up and settling parts of the West.</li> <li>• The role of private companies and groups which promoted the settlement of parts of the West, for example, Kansas.</li> <li>• The limited extent of financial support from the Federal Government to settlers and entrepreneurs for most of this period.</li> <li>• The limitations of Federal Government support for the development of communications and transport – these were largely created by private companies and</li> </ul>		

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	<p>enterprising individuals; the settlement of many parts of the West predated the development of communications such as railways.</p> <p><b>Other interpretations that might be used in evaluation of the given interpretation are:</b></p> <ul style="list-style-type: none"> <li>• Interpretations that acknowledge the importance of Federal Government involvement in opening up the West, but which do not characterise it as primarily consisting of 'territorial expansion' and/or military and financial support.</li> <li>• Interpretations which see westward expansion as more of a 'bottom up' movement driven by enterprising pioneers, settlers and business people.</li> </ul>		



APPENDIX 1 – this contains a generic mark scheme grid

	<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 Section A, Questions 1 and 2: Essay [30]</b>
<b>Level 5</b> 25–30 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
<b>Level 4</b> 19–24 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> 13–18 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.
<b>Level 2</b> 7–12 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> 1–6 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.

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section B, Question 3: Interpretation [20]</b>
<b>Level 5</b> 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
<b>Level 4</b> 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
<b>Level 3</b> 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths,
<b>Level 2</b> 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or
<b>Level 1</b> 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

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