

**GCE**

**History A**

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

Advanced GCE

**Mark Scheme for June 2018**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2018

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

Annotation	Meaning of annotation
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View

Here are the subject specific instructions for this question paper

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

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p><b>Which of the following was a greater barrier to the opening up of the West in the years 1803-1861?</b></p> <p><b>(i) Lack of transport and communications</b> <b>(ii) Environmental factors</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with lack of transport and communications</b> answers might consider the relative slow pace of settlement of the West in an era reliant mainly on travel by horse.</li> <li>• Answers might consider the disproportionately rapid pace of settlement in areas well served by new roads and canals and (later) railroads.</li> <li>• Answers might also consider that where the 'pull' was strong enough e.g. the California Gold Rush, settlers overcame difficulties of transportation.</li> <li>• <b>In dealing with environmental factors</b> answers might consider the challenges faced by settlers journeying West and establishing viable homesteads during this period, leading to many fatalities and others giving up.</li> <li>• Answers might consider that the most attractive areas such as California were those with favourable environments, and that the most challenging (e.g. South West deserts) were generally opened up late.</li> <li>• Answers might also, however, consider that developments in transport and communications enabled settlers to overcome natural barriers such as the Appalachian Mountains.</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 barriers to the opening up of the West in the nineteenth century.</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 marks scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
(b)*	<p>Assess the reasons why Northern hostility towards the South grew in the years 1850-1861.</p> <p><b>Answers might consider:</b></p> <ul style="list-style-type: none"> <li>• The growing popularity and profile of the Republicans, who based their appeal on freesoil policies.</li> <li>• The importance of Republican propaganda in spreading the message of a 'slave power' conspiracy.</li> <li>• The Republican's capitalisation on issues such as Kansas-Nebraska and the Dred Scott decision to create fears of a 'slave power' being at work.</li> <li>• The debates and propaganda surrounding the 1860 election.</li> <li>• The fall-out of the Mexican War and the subsequent compromise of 1850.</li> <li>• On-going Westward expansion in the South of the USA.</li> <li>• The impact of the Fugitive Slave Law on Northern states.</li> <li>• The conflict over the future of Kansas and Nebraska and the physical violence which ensued.</li> <li>• The actions of Southern 'fire-eaters' such as Preston Brooks.</li> <li>• The impact of the Dred Scott decision.</li> <li>• The Presidency of James Buchanan, his actions and accusations made against him of pro-Southern and pro-slavery decisions.</li> <li>• The role that abolitionists and abolitionist literature and propaganda played in promoting fear of a 'slave power'.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on 'to what extent', but at Level 4 may simply list the reasons.</li> <li>• At Level 5 and above there will be judgement as to the relative importance of the reasons</li> <li>• At higher levels candidates might establish criteria against which to judge the reasons.</li> <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/Indicative content	Mark	Guidance
2	(a)	<p><b>Which of the following was of greater importance in enabling Union victory in the Civil War?</b></p> <p><b>(i) The Battle of Gettysburg, July 1863</b>  <b>(ii) The Battle of Vicksburg, July 1863</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 Battle of Gettysburg</b> answers might consider that it was the first major Union success of the war.</li> <li>• Answers might consider the effect that the battle had on Confederate morale.</li> <li>• Answers might also consider that while it could be considered a turning point, there was no guarantee of Northern victory simply because of a victory at Gettysburg.</li> <li>• <b>In dealing with the Battle of Vicksburg</b> answers might consider its importance in geographically splitting the Confederacy.</li> <li>• Answers might consider its importance in giving the Union use of the Mississippi river.</li> <li>• Answers might also consider that its importance was partly because it occurred in tandem with Gettysburg, delivering two blows to the Confederacy in tandem.</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 enabling Union in the Civil War.</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 marks scheme.</li> </ul>
	(b)*	<p><b>“The pursuit of resources by white Americans was the main reason why there was no lasting peace between white and Native Americans in the period 1803-1890”. How far do you agree?</b></p> <p><b>In arguing that pursuit of resources was the main reason,</b> answers might consider:</p>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on ‘how far’, but at Level 4 may simply list the consequences.</li> <li>• At Level 5 and above there will be judgement as to the relative importance of the consequences.</li> <li>• At higher levels candidates might establish criteria against which to judge the consequences</li> <li>• To be valid judgements, claims must be supported by</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> <li>• The forced resettlement of Native Americans to gain land for settlement by whites.</li> <li>• The willingness of white Americans to break and disregard treaties in order to gain resources/land.</li> <li>• Conflict over mineral resources on Native American land, for example gold in the Black Hills of Dakota.</li> <li>• Pressure put on Native American communities due to hunting by whites, for example of buffalo.</li> <li>• The incompatibility of white and Native American attitudes to land and resources.</li> </ul> <p><b>In arguing that other reasons were more important, answers might consider:</b></p> <ul style="list-style-type: none"> <li>• Cultural attitudes of white Americans, for example a belief in ‘Manifest Destiny’, the urge to Christianise and ‘civilise’ Native Americans, attacks on Native American traditions.</li> <li>• The determination of Native Americans to defend their land and cultures; growing desperation as their situation worsened.</li> <li>• Misunderstanding and suspicion of white culture by Native Americans.</li> <li>• Conflict with Native American societies created by the desire to develop transportation links across the continent.</li> <li>• The actions of individual commanders and settlers in the field; corruption and incompetence in the agencies charged with working with Native Americans.</li> <li>• Lack of knowledge of, and/or power over, settler actions in the West in Washington DC.</li> </ul>		<p>relevant and accurate material. If not, they are assertions.</p> <ul style="list-style-type: none"> <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>

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 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.

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2018

