

GCE

History A

Y246/01: The USA in the 19th century: Westward expansion
and Civil War 1803-c.1890

Advanced Subsidiary GCE

Mark Scheme for June 2019

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

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

Here is the mark scheme for this question paper.

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1*	<p>“The second half of the nineteenth century saw more destruction to Native American societies than the first half.” How far do you agree?</p> <p>In arguing that there was more destruction in the second half of the nineteenth century, answers might consider:</p> <ul style="list-style-type: none"> • The settlement of the Plains and the impact this had on Native American societies there, for example the hunting of the buffalo to extinction. • The ‘Indian Wars’ and their impact on Native Americans. • The impact of the making and breaking of treaties in this period, for example the loss of the Black Hills to the Sioux. • The impact of reservation life on Native Americans. • The impact of the Americanisation policy on economic, social and cultural practices. • The impact of the Dawes Act and allotment policy. <p>In arguing that the first half of the nineteenth century saw more destruction, answers might consider:</p> <ul style="list-style-type: none"> • The impact for Native Americans of the beginnings of significant westward expansion during this period, for example the Louisiana Purchase or the acquisition of Mexican territory in the South West. • The failure of Tecumseh’s Confederacy and the impact on the Native American societies involved. • The impact on Native Americans of developments in Florida and the Seminole Wars. 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the extent of destruction. • At level 5 answers might establish criteria against which to judge destruction. • To be valid, judgements 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.

		<ul style="list-style-type: none"> • The impact of Jackson’s policies and ‘Indian Removal’ on Native Americans, particularly the so-called ‘Five Civilised Tribes’. • The beginnings of the Reservation Policy, with the creation of ‘Indian Territory’. • Settlement of the West Coast (California and Oregon), particularly the ‘Gold Rush’ and its severe impact on Native Americans in California. 		
2.*		<p>Assess the impact of westward expansion on the United States by 1890.</p> <p>In arguing that westward expansion had a positive impact on the United States, answers might consider:</p> <ul style="list-style-type: none"> • The positive impact of increased land and natural resources on agricultural production and the American economy. • The development of an extensive transportation and communications network within the USA and overseas (which in turn facilitated trade). • The social opportunities created for settlers in the West and its value as an outlet for a growing population. • The political value of Westward Expansion in creating popularity for the Federal Government and individual Presidents. • The scientific, geographic, cartographic and conservation advancements that were made in the context of Westward Expansion. • The cultural importance of the West and the Frontier within American national identity. <p>In arguing that there were also negative impacts, answers might consider:</p> <ul style="list-style-type: none"> • The destructive effect of Westward Expansion on Native 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the relative costs/benefits and/or importance of different impacts. • At level 5 answers might establish criteria against which to judge the impact. • To be valid, judgements 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.

		<p>Americans.</p> <ul style="list-style-type: none"> • Damage to the natural environment through the exploitation of resources. • Westward Expansion as a source of political division e.g. Democrats versus Whigs in the early part of the nineteenth century; the conflict over slavery as a consequence of Westward Expansion, which led to the Civil War in the middle of the century. • Social problems: (e.g. gender, race, ethnicity), the challenges many settlers faced; the ‘wild west’ and problems of law and order. • Economic corruption, for example in the financing of the railroads. • The impact of the wars that drove and resulted from Westward Expansion. 		
<p>3.</p>		<p>Read the interpretation and then answer the question that follows:</p> <p>“Territorial expansion reached a new peak of intensity in the 1840s...ideas of ‘manifest destiny’ were widely held and became the driving force of public policy.”</p> <p>From: M. Jones, <i>The Limits of Liberty: American History 1607-1992, 2nd Edition</i> (1995)</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p> <p>The historical debate centres on the extent to which the massive territorial expansion of the 1840s was driven by ideas of ‘manifest destiny’.</p>	<p>20</p>	<ul style="list-style-type: none"> • No set answer is expected. • 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. • Candidates must refer to at least one other interpretation. The quality of analysis and evaluation of the interpretations should be considered when assigning answers to a level, not the quantity of other interpretations included in the answer. • 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. • 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.

		<p>In analysing and evaluating the strengths and weaknesses of the interpretation, answers might consider that Jones sees ideas of ‘manifest destiny’ as central to both government policy and the attitudes of individual settlers and supporters of westward expansion (‘widely held’). Answers might also engage with the claim that the 1840s was a ‘new peak of intensity’, implying that this was the highpoint of westward expansion between c.1803 and the 1840s.</p> <p>In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • The centrality of ‘manifest destiny’ to the Democratic Party, and the popularity of this platform. • Ideals of manifest destiny in the media, political materials and popular culture. • Manifest Destiny as a justification for the subjugation and dispossession of ‘inferior’ peoples such as Native Americans and Mexico. • The connection between Manifest Destiny and other religious and democratic political ideals that were widely held. • The massive advancements made in Westward Expansion in the 1840s with the annexation of Texas, settlement of Oregon, war with Mexico and subsequent acquisition of a large swathe of territory in the South West including California. <p>In analysing and evaluating the weaknesses of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • The economic motives for the settlement of the West Coast, both from the Federal Government and ordinary settlers – for example, natural resources and fertile 		<ul style="list-style-type: none"> • Candidates are not required to construct their own interpretation.
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		<p>agricultural land.</p> <ul style="list-style-type: none"> • The importance of the ‘Gold Rush’ of 1849 in encouraging the large movement of population that occurred in the 1840s. • The desire among many Southerners to extend slave-based agriculture westward (and southward). • The political expediency of westward expansion for the Democratic Party. • The religious motives of the Mormons (who reached what is now Utah in 1847). • Westward expansion partly took place in the 1840s on a large scale because developments in transportation and communications had finally made it possible. • Population growth in the East as a reason for increasing westward expansion (a ‘push’ factor). • Criticism of the ideology of ‘manifest destiny’ from many groups, particularly the Whigs. • That the 1840s may not be considered a particular ‘peak’ of westward expansion when compared to the Louisiana Purchase, for example. <p>Other interpretations that might be used in evaluation of the given interpretation are:</p> <ul style="list-style-type: none"> • Interpretations which argue that other reasons were more important than ‘manifest destiny’ as a motivator for the massive westward expansion of the 1840s. • Interpretations which might differentiate between motives for policy and the motives of individual settlers, or place a different emphasis on the importance of each. • Interpretations which do not see a significant difference in either public or governmental attitudes towards westward expansion in the 1840s as compared to earlier periods, but note that it simply became <i>possible</i> or <i>necessary</i> to expand West in this period in a way that it 		
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			<p>was not before.</p> <ul style="list-style-type: none">• Interpretations which do not see the 1840s as a particular 'peak' of Westward Expansion.		
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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>
	Generic mark scheme for Section A, Questions 1 and 2: Essay [30]
Level 5 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 the most part substantiated.
Level 4 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.
Level 3 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. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 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.
Level 1 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>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section B, Question 3: Interpretation [20]
Level 5 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.
Level 4 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.
Level 3 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, but both will be addressed.
Level 2 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 may only address limitations or strengths.
Level 1 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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