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GCSE

**HISTORY**

**8145/1A/A**

Paper 1A/A: America, 1840–1895: Expansion and consolidation

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**Mark scheme**

Additional Specimen Material

Version E1.1

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

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How does **Interpretation B** differ from **Interpretation A** about the attack on the Indian camp at Sand Creek?

Explain your answer based on what it says in **Interpretations A** and **B**.

**[4 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

<b>Target</b>	<b>Analyse individual interpretations (AO4a)</b> <b>Analyse how interpretations of a key feature of a period differ (AO4b)</b>	
<b>Level 2:</b>	<b>Developed analysis of interpretations to explain differences based on their content</b>	<b>3–4</b>
	Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences, for example, that Interpretation B says that the attack on Sand Creek was done to save Colorado from the ‘red rebels’ so it was done for the best of reasons and to benefit others. By contrast in Interpretation A, the emphasis is on the personal nature of the motive behind the attack because Chivington and his men wanted to gain political credit for their actions so it was a dishonourable and selfish action.	
<b>Level 1:</b>	<b>Simple analysis of interpretation(s) to identify differences based on their content</b>	<b>1–2</b>
	Students are likely to identify relevant features in each interpretation(s), for example, the Indians, according to Bent (Interpretation A), were being protected by the soldiers at Fort Lyons, whereas Byers (Interpretation B) says that this was wrong because they had removed themselves from that protection.	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

**0 2**

Why might the authors of **Interpretations A** and **B** have a different interpretation about the attack on the Indian camp at Sand Creek?

Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

**[4 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**      **Analyse individual interpretations (AO4a)**  
**Analyse why interpretations differ (AO4c)**

**Level 2:**      **Developed answer analyses provenance of interpretation to explain reasons for differences**      **3–4**

Students may progress from identification to explanation of the reasons for the differences in the interpretations supported by factual knowledge and understanding related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, and access to information, purpose and audience.

For example, students might argue that Bent’s and Byer’s beliefs, circumstances and motives were different. Bent was half Cheyenne himself so would naturally be sympathetic to the Indian cause. Living at the camp he would have known about the guarantee of ‘perfect safety’ given to the Indians at Denver in September 1864 and that the camp only contained old men, women and children. Chivington commanded a militia of local men who were not full time soldiers and Byers, as editor of a newspaper in nearby Denver, would not have wanted to criticise men whom he might very well have known.

**Level 1:**      **Simple answer analyses provenance to identify reasons for difference(s)**      **1–2**

Students are likely to identify relevant reasons for the differences in each interpretation(s). Related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, access to information, purpose and audience.

For example, Interpretation A was by Bent who was staying at Sand Creek at the time so would have seen and described exactly what happened. Interpretation B was by Byers who was the editor of a newspaper in Denver so would have been writing for a white audience and therefore support what the soldiers did.

**Students either submit no evidence or fail to address the question**      **0**

**0 3**

Which interpretation gives the more convincing opinion about the attack on the Indian camp at Sand Creek?

Explain your answer based on your contextual knowledge and what it says in **Interpretations A and B**.

**[8 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**     **Analyse individual interpretations (AO4a)**  
**Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)**

**Level 4:**     **Complex evaluation of interpretations with sustained judgement based on contextual knowledge/understanding**     **7–8**

Extends Level 3.

Students may progress from a developed evaluation of interpretations by analysis of the relationship between the interpretations supported by factual knowledge and understanding.

For example, makes the judgement that Interpretation A is more convincing than B, as Black Kettle flew an American flag, with a white flag tied beneath it, over his tipi, as the Fort Lyon commander had advised him to do to show that he was friendly and to prevent any attack by the Colorado soldiers; this should have made Chivington realise that Sand Creek was no ‘robber’s den’ but was under the protection of Fort Lyon.

**Level 3:**     **Developed evaluation of both interpretations based on contextual knowledge/understanding**     **5–6**

Extends Level 2.

Answers may assert one interpretation is more/less convincing.

Students may progress from a simple evaluation of the interpretations by extended reasoning supported by factual knowledge and understanding.

For example, supporting Interpretation B by reference to the fear of Indian attacks along the Overland Trail to Oregon by renegade bands who did not agree with the peace agreements, signed by chiefs such as Black Kettle, and/or that the ‘Dog Soldiers’ of the Cheyenne who had been responsible for many of the attacks and raids on whites, were not part of this encampment and remained in Eastern Colorado so were away from the protection of Fort Lyon.

**Level 2: Simple evaluation of one interpretation based on contextual knowledge/understanding** **3–4**

There may be undeveloped comment about the other interpretation.

Students may progress from a basic analysis of interpretations to simple evaluation, supported with factual knowledge and understanding.

For example, Interpretation A is convincing because we know that many women, children and infants were killed and mutilated by the troops at Sand Creek, who took scalps and other body parts as battle trophies and/or that afterwards an investigation of the massacre condemned Chivington's and his soldiers' conduct in the strongest possible terms.

**Level 1: Basic analysis of interpretation(s) based on contextual knowledge/understanding** **1–2**

Answers show understanding/support for one/both interpretation(s), but the case is made by assertion/recognition of agreement.

For example, answers stating that Interpretation A is convincing as it agrees with what we know about the peaceful nature of the Indian camp and/or that Interpretation B is convincing, as we know that Indians did attack white settlers moving across the Plains.

**Students either submit no evidence or fail to address the question** **0**

**0 4** Describe two problems faced by the Mormons when they settled at the Great Salt Lake. **[4 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**      **Demonstrate knowledge of the key features and characteristics of the periods studied (AO1a)**  
**Demonstrate understanding of the key features and characteristics of the periods studied. (AO1b)**

**Level 2:**      **Answers demonstrate knowledge and understanding** **3–4**

Students may progress from a simple demonstration of knowledge about the issues identified with extended reasoning supported by understanding of, for example, the ways in which events were problematic.

These might include: one problem was that there was little fresh water around the Great Salt Lake – this was needed for irrigating the crops and providing drinking water for humans and livestock. Without this basic resource it would be difficult to survive.

Another problem was that Brigham Young wanted to make the settlement completely self-sufficient and not reliant on non-Mormon outsiders. Although they had many different skills, there were still abilities that they needed if the community was to be truly self-sufficient.

**Level 1:**      **Answers demonstrate knowledge** **1–2**

Students demonstrate relevant knowledge about the issue(s) identified which might be related, for example, the fact that there were no materials for building, very little fresh water, no existing land holdings.

**Students either submit no evidence or fail to address the question** **0**



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In what ways were the lives of Americans affected by the coming of the railways to the West?

Explain your answer.

**[8 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**      **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**  
**Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)**

**Level 4:**      **Complex explanation of changes**      **7–8**  
**Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question**

Extends Level 3.

Students may progress from a developed explanation of changes by explanation of the complexities of change arising from differences such as time, group, social and/or economic impact, supported by knowledge and understanding.

For example, students may recognise that although the coming of the railways to the West benefited white settlers such as the homesteaders, it adversely affected the lives of the Plains Indians by bringing settlers onto their traditional hunting grounds which disrupted their nomadic lifestyle and contributed to the destruction of the buffalo through the railways' policy of slaughtering huge numbers to prevent the disruption of track building.

**Level 3:**      **Developed explanation of changes**      **5–6**  
**Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question**

Extends Level 2.

Students may progress from a simple explanation by developed reasoning considering **two or more** of the identified consequences, supporting them by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, the railways dramatically speeded up the settlement of the West. To raise the money to build the lines they were given land by the government which they sold cheaply to potential settlers. They also advertised the benefits of moving west so that people in the East would be encouraged to make the move. In this way the lives of thousands of Americans were affected as they took the opportunity offered by the railways to start a new life on the Plains.

For example the enormous buffalo herds which wandered the Plains made it difficult for the railway builders, so they employed hunters to kill the buffalo. Special excursion trains were also run so that people could shoot buffalo for sport. However, the Plains Indians based their way of life on following and hunting the buffalo, so the railways helping to slaughter the buffalo, affected the Plains Indians by contributing to the end of their traditional way of life.

**Level 2: Simple explanation of change** **3–4**  
**Answer demonstrates specific knowledge and understanding that is relevant to the question**

Students may progress from a basic explanation of change by using simple reasoning and supporting it with factual knowledge and understanding which might be related, for example, to **one** of the identified changes.

For example, the homesteaders were now able to bring the new farming equipment such as the sodbuster plough more easily onto the Plains which made them more able to farm successfully.

Or

For example, the Plains Indians were hunters who depended on following the buffalo herds across the Plains and the railways cut across these hunting grounds making it difficult for them to do this.

**Level 1: Basic explanation of change(s)** **1–2**  
**Answer demonstrates basic knowledge and understanding that is relevant to the question**

Students identify change(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, the railways allowed white settlers to travel to the Plains easily to start a new life and/or they disrupted the Plains Indians way of life.

**Students either submit no evidence or fail to address the question** **0**

**0 6**

Which of the following were the more important consequences of the American Civil War for those living in the Southern states:

- political consequences
- social and economic consequences?

Explain your answer with reference to **both** bullet points.

**[12 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**      **Explain and analyse historical events and periods studied using second-order concepts (AO2:6)**  
**Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:6)**

Examiners are reminded that AO1 and AO2 are regarded as interdependent and when deciding on a level should be considered together. When establishing a mark within a level, examiners should reward three marks for strong performance in both assessment objectives; two marks may be achieved by strong performance in either AO1 or AO2 and one mark should be rewarded for weak performance within the level in both assessment objectives.

**Level 4:**      **Complex explanation of both bullets leading to a sustained judgement**      **10–12**  
**Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question**

Extends Level 3

Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by factual knowledge and understanding and arriving at a sustained judgement.

For example, students may explain that many ex slaves were forced back into being subservient labourers, as although technically free, most were forced to sign contracts tying them to work for plantation owners again and/or that many of the civil rights granted them were subverted by the Black Codes, and organisations such as the Ku Klux Klan and/or that expectations for land redistribution during the war were not carried out afterwards and/or that although plantation owners did lose their slaves, they did not usually lose their land and that they continued to dominate the south politically and economically.

**Level 3: Developed explanation of both bullets** **7–9**  
**Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question**

Extends Level 2.

Students may progress from a simple explanation of causation with extended reasoning supported by developed factual knowledge and understanding.

For example, students may explain how African-Americans gained various rights and protections through a series of Civil Rights Acts and amendments passed between 1864 and 1875, whereas Southern politicians had to accept the imposition of military districts and constitutional changes before re-admittance to the Union. This swung the balance towards the power of Federal government as opposed to that of the States – a fundamental issue of the Civil War. They might concentrate on African-American social and economic successes, such as setting up schools, businesses, newspapers, and churches and the fact that many African-Americans were elected to political office in the Southern states.

**Level 2: Simple explanation of bullet(s)** **4–6**  
**Answer demonstrates specific knowledge and understanding that is relevant to the question**

Students may progress from a basic explanation of causation by using simple reasoning and supporting it with factual knowledge and understanding.

For example

**Level 1: Basic explanation of bullet(s)** **1–3**  
**Answer demonstrates basic knowledge and understanding that is relevant to the question**

Students recognise and provide a basic explanation of one/both bullet points.

For example, for African-Americans, political consequences were important. The 1866 Civil Rights Act was the first federal law to define citizenship and included everybody regardless of their race, colour, or previous condition of slavery.

The South suffered economically after the Civil War with a fall in the production of one of its major sources of wealth – cotton. This meant that many Southerners such as plantation owners were not as prosperous as they had been before the war.

**Students either submit no evidence or fail to address the question** **0**