

GCSE (9-1)

History B Schools History Project

J411/73: The Making of America, 1789-1900

General Certificate of Secondary Education

Mark Scheme for June 2022

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training; OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number of** standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.










9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following:

| Descriptor | Award mark |
|---|---|
| On the borderline of this level and the one below | At bottom of level |
| Just enough achievement on balance for this level | Above bottom and either below middle or at middle of level (depending on number of marks available) |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level | At top of level |

11. Annotations

| Annotation | Meaning |
|---|---------------------------------|
|  1 | Level 1 |
|  2 | Level 2 |
|  3 | Level 3 |
|  4 | Level 4 |
|  5 | Level 5 |
|  6 | Level 6 |
|  | Noted but no credit given |
|  | Not answered question |
|  | Extendable horizontal wavy line |

1. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Mark scheme

The Making of America 1789 - 1900

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| Question 1 – 3 marks a) Identify one feature of the Plains Indians’ religious beliefs. b) Name one state that fought on the Union side in the Civil War c) Give one example of a cow town that grew in the 1860s and 1870s. | |
| Guidance | Indicative content |
| 1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1) | <i>For 1(a), likely valid responses include: Waken Tanka, the Great Spirit; all living things have spirits, and also some inanimate things like rocks, streams and trees; all living things are linked to the land and will return to it; no one could own the land and farming was disrespectful; importance of the Black Hills. Credit spiritual references to buffalo rather than general statements about their importance to the Plains Indians.</i> <i>For 1(b), states that fought for the Union were: California, Connecticut, Delaware, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nevada, New Hampshire, New Jersey, New York, Ohio, Oregon, Pennsylvania, Rhode Island, Vermont, <u>West</u> Virginia, Wisconsin.</i> <i>For 1(c) likely valid responses include: Abilene, Dodge City, Sedalia, Ellsworth, Ogallala.</i> Any other historically valid response is acceptable and should be credited. |
| 1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1) | |
| 1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1) | |

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| Question 2 – 9 marks Write a clear and organised summary that analyses the way of life of Plains Indians between 1877 and 1900. Support your summary with examples. | |
| Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks | Notes and guidance specific to the question set |
| Level 3 (7–9 marks) Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2). | <p><i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i></p> <p><i>Answers could consider aspects of one or more of the following: the changes brought by reservations and destruction of the buffalo (change); the impact of homesteaders on Indians' freedom to roam (change/ consequence); impact of splitting up of tribes and harsh government policy (consequence); the destruction of Native American culture through the introduction of different government and law systems, Christianity and boarding schools (causation); Indian response in the Ghost Dance (consequence).</i></p> <p><i>Answers may show understanding of second order concepts such as cause and consequences; continuity and change; significance</i></p> <p><i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see level descriptors).</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p> |
| Level 2 (4–6 marks) Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2). | |
| Level 1 (1–3 marks) Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2). | |
| 0 marks No response or no response worthy of credit. | |

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| Question 2–9 marks | |
| Write a clear and organised summary that analyses the way of life of Plains Indians between 1877 and 1900. Support your summary with examples. | |
| Guidance and indicative content | |
| Level 3 (7–9 marks) | <p>Summary based on second order concept(s) with two or more valid supporting examples, e.g.</p> <p>[Causation/ consequence] <i>The way of life for the plains Indians was being destroyed. This was for several reasons. Firstly, the buffalo on the Plains were being hunted for their hides and for sport. By the mid-1880s there were only around 1000 left. As the Native Americans on the Plains relied on the buffalo for food and clothing, they became dependent on government handouts and were forced to adapt to farming on reservations. Another reason was the US government’s reservation policy to force a ‘white’ way of life upon the Plains Indians. For example, dances and rituals like the Sun Dance were banned, which diluted tribal identity. [9]</i></p> <p>[Diversity] <i>Some Plains Indians felt forced to go along with the reservation policy. Some agreed to send their children to schools where they were forbidden from using their own language or Indian names. However, other Plains Indians refused to accept the changes and joined a movement called the ‘Ghost Dance’. They danced a ritual dance and wore white shirts painted with sacred symbols in the belief this would drive white Americans out. [7]</i></p> <p><i>Other valid areas might include: Change – how way of life changed in this period (allow answers which compare ‘traditional’ way of life to reservation life, even though most Plains Indians were living on reservations by 1877); causation – why life was difficult on a reservation; causation – reasons most were living on reservation by 1877; consequence – impact of reservation life (e.g. on mental health; physical health; culture and religion; undermining tribal authority).</i></p> |
| Level 2 (4–6 marks) | <p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p>[Change] <i>Previously, the Plains Indians’ way of life involved a nomadic lifestyle, following the buffalo and living in tipis. However, during this period, most were forced into reservations where they had to adapt to farming things such as corn and squash. (4)</i></p> <p>NOTE: Change involves saying from what to what.</p> |
| Level 1 (1–3 marks) | <p>Lists/descriptions of way of life /related events with no organising concept, e.g.</p> <p><i>Most Plains Indians lived on reservations in this period. The US government tried to force them to adopt a ‘white’ way of life. Native American children were sent to schools off the reservation where they were given Christian names. In December 1890 there was a massacre of Ghost Dancers at Wounded Knee.</i></p> <p>OR</p> <p>Statement based on second order concept with no valid specific examples, e.g. <i>During this period the actions of the American government caused the life of many Plains Indians to change.</i></p> |
| 0 marks | |

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| Question 3 – 10 marks Why did many homesteaders find it difficult to make a life on the Plains in the period 1861-77? Explain your answer | |
| Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks | Notes and guidance specific to the question set |
| Level 5 (9–10 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2). | <i>Explanations could consider: the challenge of lack of water and the extremes of the climate; difficulties in ploughing virgin land and maintaining machinery; the lack of wood for building houses, keeping warm and fencing land; natural hazards like fire and locusts; dealing with isolation, cleanliness and illness in an environment where there were few neighbours.</i> <i>Explanations are most likely to show understanding of the second order concepts of causation and consequence and but reward appropriate understanding of any other second order concept.</i> |
| Level 4 (7–8 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2). | |
| Level 3 (5–6 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2). | |
| Level 2 (3–4 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2). | |
| Level 1 (1–2 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2). | |
| 0 marks No response or no response worthy of credit. | |

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| Question 3–10 marks | |
| Why did many homesteaders find it difficult to make a life on the Plains in the period 1861–1877? Explain your answer. | |
| Guidance and indicative content | |
| Level 5 (9–10 marks) | <p>Two or more reasons identified, and why these reasons made life difficult for homesteaders explained, e.g.</p> <p><i>One reason that homesteaders found it difficult was because of the climate on the Plains. In the summer, the temperature was over 30 degrees and there were often droughts. Water shortages were problematic because homesteaders needed a regular supply of drinking water, and also their crops would die without water. Fire was also a danger in the summer when the grasslands were bone dry. These things meant life was difficult because farming was very precarious.</i></p> <p><i>Another reason is that natural hazards made it difficult to farm the land. For example, swarms of locusts were a problem on the Plains was locusts. Locusts could eat the crops and also leather boots, clothes and the window frames in the farms. This meant that making a life was very difficult because a swam of locusts could destroy a homestead and leave families with no crops to sell. [10]</i></p> |
| Level 4 (7–8 marks) | <p>One valid reason identified, and why this reason made life difficult for homesteaders explained, e.g.</p> <p><i>One reason that homesteaders found it difficult was that the land had never been ploughed. In order to plant their seeds, the homesteaders first had to plough the land. However, the grasses which grew there had dense, tough roots, and their iron ploughs often broke under the strain. So it was difficult to make a life because the labour was hard. [7]</i></p> |
| Level 3 (5–6 marks) | <p>Identifies one or more valid reason(s) but no supporting evidence OR no full explanation of why this made life difficult, e.g.</p> <ul style="list-style-type: none"> • <i>Life was difficult because there was a dry, hot climate.</i> • <i>The land was tough and it was difficult to plough it for the first time.</i> • <i>Hazards like fires and locusts made it difficult to grow crops successfully.</i> • <i>The farms were very isolated so it was difficult to form a community or get supplies.</i> <p>NOTE: 5 marks for one reason identified; 6 marks for two or more</p> |
| Level 2 (3–4 marks) | <p>Describes homesteaders, life on Plains, conditions, etc. without identifying/explaining why this made life difficult, e.g.</p> <ul style="list-style-type: none"> • <i>The Homesteaders had really basic houses. Most had an earth floor and walls, and a grass roof. There were hot summers and freezing cold winters. The Homesteaders tended to burn dried buffalo and cow droppings to keep warm. Sometimes there were locusts as well.</i> |
| Level 1 (1–2 marks) | <p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> • <i>It was very hot.</i> • <i>It was difficult to make a life because there were so many hazards and dangers.</i> |
| 0 marks | |
| Question 4* – 18 marks | |

| How far do you agree that Reconstruction was a failure between 1865 and 1877? Give reasons for your answer. | |
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| Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks | Notes and guidance specific to the question set |
| Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i> | <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description BUT to achieve the highest two levels answers must consider both that Reconstruction had some successes, even if short-lived, before reaching a conclusion.</i> <i>Answers are most likely to show understanding of the second order concepts of significance and consequence but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include: initial creation of Black Codes in 1865 showing that southern states were still largely fearful of black freedom; the closing down of the Freedmen's Bureau in 1872; expansion of sharecropping and limited lands owned by ex-slaves; 1873 Supreme Court ruling which gave more power to state governments in how they treated black voters and residents, effectively opening the door to segregation and limiting black voting rights. Grounds for disagreeing include: short term improvements in the rights of ex-slaves, for example the passing of the 14th Amendment and it becoming law in 1868; Ex-slaves being given the right to vote (which resulted in over 2000 black Americans being elected to political posts by the 1870s); creation of the Freedmen's Bureau.</i> <i>A candidate may well successfully argue that Reconstruction was a failure, as long as they reference the short-term successes and efforts of the late 1860s.</i> |
| Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i> | |
| Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i> | |
| Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i> | |
| Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i> | |
| Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i> | |
| 0 marks No response or no response worthy of credit. | |

| Question 4* – 18 marks | |
|---|---|
| How far do you agree that Reconstruction was a failure between 1865 and 1877? Give reasons for your answer. | |
| Guidance and indicative content | |
| Level 6 (16-18 marks) | <p>Balanced argument, two valid supporting examples each side (or three on one side and one on the other). Clinching argument = 18 marks , e.g.</p> <p><i>There is some evidence to challenge this statement. For example, in 1865, President Lincoln took a number of measures to bring progress for African Americans. For example, he passed the 13th Amendment which banned slavery, and established the Freedman's Bureau, which gave out land confiscated from plantation owners to ex-slaves. It also helped them with education and healthcare. This shows the statement is wrong because Reconstruction successfully abolished slavery and gave African Americans support in their freedom.</i></p> <p><i>However, after Lincoln's death, Reconstruction was more of a failure under President Johnson. He allowed Reconstruction to take a U-turn and African Americans became less, not more equal. For example, he allowed the Southern states to bring in 'Black Codes' which limited the rights of black people. They said things like black people could not serve on juries or marry white people. This was a huge failure of Reconstruction because it showed that the federal government was not curbing the power of the South.</i></p> <p><i>Nevertheless, between 1866 and 1870, 'radical' Republicans took control of Congress made enormous changes in the South which were extremely successful. For example, they put the army in charge of the South. They said that in order to have their state governments back, they had to give black Americans the vote. The 15th Amendment enshrined this right in the Constitution. This was very successful because by the 1870s over 2000 black Americans had been elected to political posts, showing that Reconstruction was not failing.</i></p> <p><i>Despite this, it would be fair to say that Reconstruction was failing again by the mid-1870s after the Republicans lost their majority in Congress. Many of the changes were reversed and in 1876 the Republicans agreed to remove federal troops from the South as part of a political deal. This opened the door for African Americans being harassed and attacked at the polling booths, and the rise of violent groups like the KKK. This shows that Reconstruction failed as the South could now legally have separate facilities for white and black people.</i></p> <p><i>Overall I believe that the statement is misleading because although there was significant progress, this was short lived. By the 1870s the sweeping changes – like voting rights –were being undermined by the reality on the ground.</i></p> |
| Level 5 (13-15 marks) | <p>Balanced argument supported by three valid supporting examples (i.e. two on one side and one on the other), e.g.</p> <p><i>There is some evidence to challenge this statement. For example, in 1865, President Lincoln took a number of measures to bring progress for African Americans. For example, he passed the 13th Amendment which banned slavery, and established the Freedman's Bureau, which gave out land confiscated from plantation owners to ex-slaves. It also helped them with education and healthcare. This shows the statement is wrong because Reconstruction successfully abolished slavery and gave African Americans support in their freedom.</i></p> <p><i>Also, between 1866 and 1870, 'radical' Republicans took control of Congress made enormous changes in the South which were extremely successful. For example, they put the army in charge of the South. They said that in order to have their state governments back, they had to give black Americans the vote. The 15th Amendment enshrined this right in the Constitution. This was very successful because by the 1870s over 2000 black Americans had been elected to political posts, showing that Reconstruction was not failing.</i></p> <p><i>Despite this, it would be fair to say that Reconstruction was failing again by the mid-1870s after the Republicans lost their majority in Congress. Many of the changes were reversed and in 1876 the Republicans agreed to remove federal troops from the South as part of a political deal. This opened the door for African Americans being harassed and attacked at the polling booths, and the rise of violent groups like the KKK. This shows that Reconstruction failed as the South could now legally have separate facilities for white and black people.</i></p> |

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| Level 4 (10-12 marks) | <p>One sided argument, supported by two examples, e.g. <i>I agree because in 1865, President Lincoln took a number of measures to bring progress for African Americans. For example, he passed the 13th Amendment which banned slavery, and established the Freedman's Bureau, which gave out land confiscated from plantation owners to ex-slaves. It also helped them with education and healthcare. This shows the statement is wrong because Reconstruction successfully abolished slavery and gave African Americans support in their freedom.</i></p> <p><i>Furthermore, between 1866 and 1870, 'radical' Republicans took control of Congress made enormous changes in the South which were extremely successful. For example, they put the army in charge of the South. They said that in order to have their state governments back, they had to give black Americans the vote. The 15th Amendment enshrined this right in the Constitution. This was very successful because by the 1870s over 2000 black Americans had been elected to political posts, showing that Reconstruction was not failing.</i></p> <p>Alternatively, a balanced argument, supported by one example on each side, e.g. <i>There is some evidence to challenge this statement. For example, in 1865, President Lincoln took a number of measures to bring progress for African Americans. For example, he passed the 13th Amendment which banned slavery, and established the Freedman's Bureau, which gave out land confiscated from plantation owners to ex-slaves. It also helped them with education and healthcare. This shows the statement is wrong because Reconstruction successfully abolished slavery and gave African Americans support in their freedom.</i></p> <p><i>However, after Lincoln's death, Reconstruction was more of a failure under President Johnson. He allowed Reconstruction to take a U-turn and African Americans became less, not more equal. For example, he allowed the Southern states to bring in 'Black Codes' which limited the rights of black people. They said things like black people could not serve on juries or marry white people. This was a huge failure of Reconstruction because it showed that the federal government was not curbing the power of the South.</i></p> |
| Level 3 (7-9 marks) | <p>One sided argument, supported by one example, e.g. <i>I agree because, in 1865, President Lincoln took a number of measures to bring progress for African Americans. For example, he passed the 13th Amendment which banned slavery, and established the Freedman's Bureau, which gave out land confiscated from plantation owners to ex-slaves. It also helped them with education and healthcare. This shows the statement is wrong because Reconstruction successfully abolished slavery and gave African Americans support in their freedom.</i></p> |
| Level 2 (4-6 marks) | <p>Identification of reason(s) to support/challenge without full explanation, e.g.</p> <ul style="list-style-type: none"> • No, I disagree because Lincoln passed the 13th Amendment which banned slavery in the US. • Yes, I agree because the Southern states brought in the Black Codes which was a step backwards. • Yes, I agree because the KKK intimidated and attacked African Americans. • It's not entirely correct because during radical reconstruction, African Americans were given citizenship under the 14th Amendment. <p>Alternatively, description of Reconstruction/ relevant events without linking this to the question or without full explanation, e.g.</p> <ul style="list-style-type: none"> • First there was Presidential Reconstruction under Lincoln and Johnson. Then radical Republicans took control of Congress. They passed the 14th and the 15th Amendments. • Southerners hated 'carpetbaggers', who were people who moved from the North to buy up cheap land in the South. |
| Level 1 (1-3 marks) | <p>Valid but general assertion(s), e.g. <i>Yes, it failed because although slaves were freed there was still racism, violence and inequality throughout the South.</i></p> |
| 0 marks | |

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| Question 5* – 18 marks 'In the period 1830-1838 the indigenous people responded to white settlement in the east with peaceful methods.' How far do you agree? Give reasons for your answer | |
| Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks | Notes and guidance specific to the question set |
| Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i> | <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider some of the grounds for arguing the opposite point of view to the one that they finally support.</i> <i>Answers are most likely to show understanding of the second order concepts of causation and significance, change and continuity but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include: Five Civilised Tribes and assimilation attempts; Cherokee modelled their economy and government on Washington – Echota; Cherokee Phoenix; Choctaws, Chickasaws and Seminoles also built schools and churches and traded in the national economy; Reaction of the Natives during responses to the IRA of 1830 such as the Trail of Tears could be seen as peaceful as the Indians agreed to move West. Use of legal means as a first means of protest.</i> <i>Grounds for disagreeing include: other difficult issues, e.g. the conflict between the Indians and white America absorbed huge sums of the national budget and caused armed physical conflict on many occasions between these dates, e.g. the expulsion of Indians from the east 1830-38 during the Indian Removal Act; Seminole Wars, Trail of Tears, Creeks' Revenge.</i> |
| Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i> | |
| Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i> | |
| Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i> | |
| Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i> | |
| Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i> | |
| 0 marks No response or no response worthy of credit. | |

| Question 5* – 18 marks | |
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| 'In the period 1830–1838 the indigenous people responded to white settlement in the east with peaceful methods.' How far do you agree? Give reasons for your answer. | |
| Guidance and indicative content | |
| Level 6 (16-18 marks) | <p>Balanced argument, two valid supporting examples each side (or three on one side and one on the other). Clinching argument = 18 marks , e.g.</p> <p><i>In some way this statement is correct. First of all, by 1830, there were many Native Americans in the east who had not resisted white settlement but instead tried to assimilate with the white settlers. For example, the Cherokees had built a capital city modelled on Washington, and had their own newspaper. Other tribes such as the Chocotaws opened churches and schools. They were known as the 'Five Civilised Tribes'. So this shows that there was no violent resistance but actually an attempt to fit in and adapt to the white settler way of life.</i></p> <p><i>Furthermore, many Native Americans responded by trying to resist through mounting legal challenges to white settlement. In 1830, President Jackson persuaded Congress to pass the Indian Removal Act which started the process of forcing Indian tribes to 'Indian territory'. The Cherokee nation took state of Georgia to the Supreme Court to resist this, accusing Georgia of ignoring their rights. Although this failed, this shows the Cherokee resisting with a peaceful method.</i></p> <p><i>On the other hand, there was resistance which involved violence. For example, some Seminole chiefs went to war to defend their lands and this war lasted from 1835 to 1842, costing the US over \$40 million. Similarly, in 1835, the Creeks in Alabama began stealing livestock and crops from white settlers. Some committed arson and murder. These examples show that indigenous people were prepared to use less peaceful methods to defend their territory.</i></p> <p><i>Despite this, there were many Native Americans who responded by moving further west to the Indian Territory. For example, at the end of the wars, most Seminoles gave up and moved West after their chief was tricked into negotiating with the US government and died. The rest gave up and moved in 1858 when they were paid off by the government. This shows that the indigenous people in the east were pressured or forced into moving rather than resisting.</i></p> <p><i>Overall I agree with statement because when violence was used it was usually employed as a last resort, once there was no other choice and other legal or peaceful methods had failed.</i></p> |
| Level 5 (13-15 marks) | <p>Balanced argument supported by three valid supporting examples (i.e. two on one side and one on the other), e.g.</p> <p><i>In some way this statement is correct. First of all, by 1830, there were many Native Americans in the east who had not resisted white settlement but instead tried to assimilate with the white settlers. For example, the Cherokees had built a capital city modelled on Washington, and had their own newspaper. Other tribes such as the Chocotaws opened churches and schools. They were known as the 'Five Civilised Tribes'. So this shows that there was no violent resistance but actually an attempt to fit in and adapt to the white settler way of life.</i></p> <p><i>Furthermore, many Native Americans responded by trying to resist through mounting legal challenges to white settlement. In 1830, President Jackson persuaded Congress to pass the Indian Removal Act which started the process of forcing Indian tribes to 'Indian territory'. The Cherokee nation took state of Georgia to the Supreme Court to resist this, accusing Georgia of ignoring their rights. Although this failed, this shows the Cherokee resisting with a peaceful method.</i></p> <p><i>On the other hand, there was resistance which involved violence. For example, some Seminole chiefs went to war to defend their lands and this war lasted from 1835 to 1842, costing the US over \$40 million. Similarly, in 1835, the Creeks in Alabama began stealing livestock and crops from white settlers. Some committed arson and murder. These examples show that indigenous people were prepared to use less peaceful methods to defend their territory.</i></p> |

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| Level 4 (10-12 marks) | <p>One sided argument, supported by two examples, e.g.</p> <p><i>I agree. First of all, by 1830, there were many Native Americans in the east who had not resisted white settlement but instead tried to assimilate with the white settlers. For example, the Cherokees had built a capital city modelled on Washington, and had their own newspaper. Other tribes such as the Chocotaws opened churches and schools. They were known as the ‘Five Civilised Tribes’. So this shows that there was no violent resistance but actually an attempt to fit in and adapt to the white settler way of life.</i></p> <p><i>Furthermore, many Native Americans responded by trying to resist through mounting legal challenges to white settlement. In 1830, President Jackson persuaded Congress to pass the Indian Removal Act which started the process of forcing Indian tribes to ‘Indian territory’. The Cherokee nation took state of Georgia to the Supreme Court to resist this, accusing Georgia of ignoring their rights. Although this failed, this shows the Cherokee resisting with a peaceful method.</i></p> <p>Alternatively, a balanced argument, supported by one example on each side, e.g.</p> <p><i>In some way this statement is correct because many Native Americans responded by trying to resist through mounting legal challenges to white settlement. In 1830, President Jackson persuaded Congress to pass the Indian Removal Act which started the process of forcing Indian tribes to ‘Indian territory’. The Cherokee nation took state of Georgia to the Supreme Court to resist this, accusing Georgia of ignoring their rights. Although this failed, this shows the Cherokee resisting with a peaceful method.</i></p> <p><i>On the other hand, there was resistance which involved violence. For example, some Seminole chiefs went to war to defend their lands and this war lasted from 1835 to 1842, costing the US over \$40 million. Similarly, in 1835, the Creeks in Alabama began stealing livestock and crops from white settlers. Some committed arson and murder. These examples show that indigenous people were prepared to use less peaceful methods to defend their territory.</i></p> |
| Level 3 (7-9 marks) | <p>One sided argument, supported by one example, e.g.</p> <p><i>I agree because many Native Americans responded by trying to resist through mounting legal challenges to white settlement. In 1830, President Jackson persuaded Congress to pass the Indian Removal Act which started the process of forcing Indian tribes to ‘Indian territory’. The Cherokee nation took state of Georgia to the Supreme Court to resist this, accusing Georgia of ignoring their rights. Although this failed, this shows the Cherokee resisting with a peaceful method.</i></p> |
| Level 2 (4-6 marks) | <p>Identification of reason(s) to support/challenge without full explanation, e.g.</p> <ul style="list-style-type: none"> • Yes, I agree because the Creeks actually signed a treaty in March 1832 giving lots of Alabama land to whites. • No, there were non-peaceful methods as well, such as the Seminole Wars between 1835 and 1842. <p>Alternatively, description of Native American tribes in the east/ relevant events 1830–1838 without linking this to the question or without full explanation, e.g.</p> <ul style="list-style-type: none"> • In the east there were indigenous people known as the ‘Five Civilised Tribes’ who tried to assimilate. • In 1830, President Jackson persuaded Congress to pass the Indian Removal Act which started the process of forcing tribes to ‘Indian territory’. • In 1838, the US army forced 18,000 Cherokee to march to the Indian Territory. It has become known as the ‘Trail of Tears’. <p>NOTE 1 – If no specific tribe is identified, this can still be credited if supporting material is specific and valid (e.g. ‘one of the tribes took peaceful action when they took the state of Georgia to the Supreme Court’).</p> <p>NOTE 2 – Allow some leniency to candidates who use one of the names of the three ‘civilised tribes’ with largely peaceful traits (Choctaw, Chickasaw and Cherokee) with another.</p> |
| Level 1 (1-3 marks) | <p>Valid but general assertion(s), e.g.</p> <p><i>No, I disagree because there were some attacks and raids against white settlers.</i></p> |
| 0 marks | |

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