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Centre number

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Candidate number

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Surname

Forename(s)

Candidate signature

GCSE HISTORY

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

Specimen Material

Session

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- You **must** ensure you have the other optional question paper/answer booklet for the **Paper 1 Section B** topic you are entered for. You will have 1 hour 45 minutes to complete **both** papers.
- an Interpretations Booklet (enclosed).

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all six** questions.
- Do all rough work in this book.
Cross through any work you do not want to be marked.
- You must answer the questions in the spaces provided.
Do **not** write outside the box around each page or on blank pages.

Information

- The maximum mark for this paper is 40.
- The marks for the questions are shown in brackets.

Advice

- You are advised to spend 50 minutes on **Paper 1 Section A** and 50 minutes on **Paper 1 Section B**.

For Examiner's Use	
Question	Mark
01	
02	
03	
04	
05	
06	
TOTAL	

0 6

Which of the following was the more important reason why white Americans travelled across the Great Plains in the 1840s and 1850s:

- religion
- economic opportunity?

Explain your answer with reference to **both** reasons.

[12 marks]

Turn over ►

A large rectangular box with a thin black border. Inside the box, there are 25 horizontal lines, evenly spaced, intended for writing. The lines are parallel and extend across most of the width of the box.

Lined area for writing answers, including the text: "Extra space" and "END OF QUESTIONS".

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

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GCSE HISTORY

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

Interpretations Booklet

Interpretations A and **B** for use in answering Questions 01, 02 and 03

Interpretation A Thomas Johnson, from his book, *Twenty-Eight Years a Slave*, published in 1909.

Johnson was born a slave in 1836 in Virginia where he was bought and sold several times. After the Civil War he was freed and moved north, where he became a church minister and eventually a missionary in Africa.

In 1860, there was great excitement over the election of Mr Abraham Lincoln as President of the United States. The slaves prayed to God for his success. We knew that he was in sympathy with the abolition of slavery. The election was the signal for a great conflict in which the question was: Shall there be slavery or no slavery in the United States? The South said: Yes, there shall be slavery.

Interpretation B Jefferson Davis, from his book, *The Rise and Fall of the Confederate Government* written in 1881.

Davis was the son of a plantation owner who, in 1845, entered Congress for the state of Mississippi. When Mississippi and six other states left the Union and set up their own Confederate government in 1861, Davis was elected as its President.

The Confederates fought for the defence of a fundamental right to withdraw from a Union which they had, as independent communities, voluntarily entered. On reading what has recently been written, people might be led to the conclusion that the war was caused by efforts on the one side to extend and keep human slavery, and on the other to resist it and establish human liberty. The Southern States and Southern people have been represented as 'defenders' of slavery, and the Northern as the champions of universal freedom. This is a falsehood.

END OF INTERPRETATIONS

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GCSE HISTORY 8145/1A/A

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

Mark scheme
Specimen Material
Version E1

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

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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.

0	1
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How does **Interpretation B** differ from **Interpretation A** about the conflict between North and South in the American Civil War?

Explain your answer using **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.

Target	Analyse individual interpretations (AO4a) Analyse how interpretations of a key feature of a period differ (AO4b)	
Level 2:	Developed analysis of interpretations to explain differences based on their content	3–4
	Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences, for example, that Interpretation B emphasises the political nature of the struggle between state and northern federal power, where the Confederate states were the innocent party and slavery was not the key issue. By contrast in Interpretation A, the conflict was a human one and one where slavery was the key issue and the southern states were to blame.	
Level 1:	Simple analysis of interpretation(s) to identify differences based on their content	1–2
	Students are likely to identify relevant features in each interpretation(s), for example, the fighting, according to Johnson (Interpretation A), was about the abolition of slavery, whereas Davis (Interpretation B) claims that this was a falsehood.	
	Students either submit no evidence or fail to address the question	0

0	2
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Why might the authors of **Interpretations A** and **B** have a different interpretation about the conflict between North and South in the American Civil War?

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 Davis and Johnson’s beliefs, circumstances and motives were different – Davis as a plantation owner and ex-President of the Confederacy might seek to justify his support for slavery; Johnson was a former slave, he understood how slaves saw the conflict, he wanted freedom himself and, as a Christian missionary, might emphasise the moral evils of enslavement.

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 Davis who was the President of the Confederacy at the time, so he was there at the time and knew what the war was about. Interpretation B was by Johnson, a slave who spoke to others so he would focus on their experiences as the main issue.

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

0	3
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Which interpretation do you find more convincing about the conflict between North and South in the American Civil War?

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

[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, to the judgement that Interpretation B is more convincing than Interpretation A, as Lincoln's position on slavery was not clear cut; secession provoked war and it was only during the war itself, in 1862, that he issued the Emancipation Proclamation.

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, to supporting Interpretation B by reference to their fear of Northern power, stating that the Gettysburg address was also about preserving the Union – and/or that slavery existed for a long time but it was only when the South seceded that the struggle turned into a war.

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 it references Lincoln's attitudes to human equality in the Gettysburg Address and/or the Emancipation Proclamation of 1862 to conclude that slavery was the central issue to the war.

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 desire for freedom and/or that Interpretation B is convincing as we know that the South wanted to be independent to stop the North interfering in its affairs.

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

0	4	Describe two problems faced by Homesteaders on the Great Plains.	[4 marks]
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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 it was difficult to plough the land which meant their equipment broke and this meant it was impossible to grow crops.
 Another problem was that there wasn't enough rain on the Plains so there wasn't enough water for the Homesteaders to drink and to water the crops.

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

Students demonstrate relevant knowledge about the issue(s) identified which might be related, for example, it was difficult to plough the land and there wasn't enough water.

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

0 5

In what ways were the lives of Indians affected by the arrival of white settlers on the Great Plains?

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 explain that the consequences of the arrival of white settlers for the Plains Indians changed over time, from in the early days being able to hunt buffalo within restricted areas to by the end of the period being confined to reservations and having their whole way of life and culture destroyed.

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 arrival of the white settlers also affected the Indians because they destroyed their way of life by not allowing them to roam freely across the Plains and made them live on reservations and stop living the nomadic hunter-gatherer lifestyle.

For example, government policy meant that the Indians were not allowed to hold their religious ceremonies as the government wanted them to give up their culture and traditions so that they became like white Christian farmers.

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 white settlers hunted buffalo for sport, which meant that for the Plains Indians the stock of buffalo for food decreased.

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, when the settlers arrived the Plains Indians could no longer easily hunt buffalo.

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

0	6
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Which of the following was the more important reason why white Americans travelled across the Great Plains in the 1840s and 1850s:

- religion
- economic opportunity?

Explain your answer with reference to **both** reasons.

[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 will explain the part played by both religious persecution and economic opportunity in the movement of white Americans across the Great Plains in the 1840s and 1850s and may, for example, conclude that different groups were motivated by different reasons. However, in terms of sheer numbers, economic opportunity was the more significant driver. Alternatively, students may argue that the Mormons were able to achieve both religious freedom and economic self-sufficiency by travelling west, which links them to the miners and migrant farmers with their economic motivation.

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 the persecution of the Mormons (eg in Kirtland, Missouri, and Nauvoo, Illinois) and their dislike of the ways of the gentiles, led them to seek out a better life. Also how unoccupied, fertile land on the Pacific Coast combined with an economic depression and high land prices in the east provided economic incentive for the migrant farmers to travel across the Plains.

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 religious motivation was important because thousands of Mormons travelled to Utah in 1846–1847 in order to freely practice their religion.

Economic reasons were important because people travelled west as there was unoccupied, fertile land on the Pacific Coast, whereas in the east land prices were very high, so it was cheaper to farm out west.

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, people travelled west to practice their religion freely without being persecuted; people went west to find work as farmers.

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