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Centre number

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Candidate number

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I declare this is my own work.

# GCSE HISTORY

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

Monday 1 June 2020

Morning

Time allowed: 2 hours

## Materials

For this paper you **must** ensure you have:

- An Interpretations Booklet (enclosed).
  - The other optional Question Paper/Answer Book and Sources Booklet for the **Paper 1 Section B** topic you are entered for.
- You will have 2 hours to complete **both** papers.

## 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.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).

## Information

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

## Advice

- You are advised to spend about 1 hour on **Paper 1 Section A** and about 1 hour on **Paper 1 Section B**.

For Examiner's Use	
Question	Mark
01	
02	
03	
04	
05	
06	
<b>TOTAL</b>	























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**\*206g8145/1a/a\***

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# GCSE HISTORY

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

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## Interpretations Booklet

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

**Interpretation A** Adapted from the autobiography of Ida Wells, 'Crusade for Justice', written in 1928.

Ida Wells was born a slave in 1862. After the Civil War, when she saw how former slaves were treated, Wells became a journalist and campaigned against lynching. She also helped set up several civil rights organisations.

After the Civil War it was still illegal in the South for a freed slave to share a railway carriage with whites. African-Americans could only enter hotels, concert halls and churches if they were a white person's servant. Thousands of African-Americans were murdered because they had voted. I believed that Southerners resented the fact that they no longer owned slaves and had lost both a plaything and a source of income.

5

**Interpretation B** Adapted from Booker T Washington's introduction to 'The Progress of a Race: the Remarkable Advance of African-Americans', published in 1897.

Washington was a former slave who was critical of the civil rights campaigns. He believed that African-Americans should make progress through education. He went to college and became the first head of Tuskegee University which trained African-American teachers.

Since the Civil War the progress made by freed slaves has been magnificent. African-Americans have climbed from the darkest depths of slavery to powerful positions in society, government, business and the professions. This has shown what is possible and has made the world admire and respect us.

## END OF INTERPRETATIONS

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**GCSE**

**HISTORY**

**8145/1A/A**

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

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**Mark scheme**

June 2020

Version: 1.0 Final

**\*206G8145/1A/a/MS\***

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 Examiner.

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.

0	1
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How does **Interpretation B** differ from **Interpretation A** about the lives of freed slaves after the American Civil War?

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>
	<p>Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences.</p> <p>For example, Interpretation A says that nothing had changed for the freed slaves and they were still treated badly. By contrast in Interpretation B, Washington says that their lives have improved greatly and that they are accepted by white society.</p>	
<b>Level 1:</b>	<b>Simple analysis of interpretation(s) to identify differences based on their content</b>	<b>1–2</b>
	<p>Students are likely to identify relevant features in each interpretation(s).</p> <p>For example, according to Wells (Interpretation A) freed slaves were murdered whereas Washington (Interpretation B) says that they were admired and respected.</p>	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

<b>0</b>	<b>2</b>
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Why might the authors of **Interpretations A** and **B** have a different interpretation about the lives of freed slaves after 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 the beliefs, circumstances and motives of Wells and Washington were different. In Wells autobiography written in 1928, she is looking back over her life, much of which was spent as the title implies, crusading for justice for ex-slaves. Working for these organisations Wells would have come across many accounts of their continued suffering and this has dominated her life so this is the story that she tells. Washington's introduction, based on his own life experience and written much earlier, is designed to inspire and motivate, to show what is possible for African-Americans. Wells is looking back, whereas Washington is looking forward.

**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 Wells who had seen the way in which many ex slaves were treated and had reported on it, whereas Interpretation B was by someone who had been successful himself so had not experienced such treatment.

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

<b>0</b>	<b>3</b>
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Which interpretation gives the more convincing opinion about the lives of freed slaves after the American Civil War?

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 the two interpretations aren't mutually exclusive. Interpretation B is more convincing on how many ex-slaves were treated by white society in the South where racial intermarriage was banned and they couldn't serve on juries or testify in court against whites. They were intimidated by whippings, lynchings, and being burnt alive by groups like the Ku Klux Klan. However, Interpretation B is correct in showing how, alongside this discrimination and injustice, progress was made by African-Americans often through their own efforts. Freed slaves organised thousands of mutual-aid clubs and societies while their churches paid for schools and teachers. Many African-Americans went west to escape the problems described in Interpretation A and became farmers, ranchers and cowboys.

**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 fact that by 1877 there were over 600,000 black pupils in state schools set up by the Republicans which gave them the education needed to set up businesses and enter the professions. The Fourteenth and Fifteenth Amendments made them



citizens and gave them the right to vote, making them part of the political process and able to influence affairs.

**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 although slavery was abolished in 1865, ex-slaves were not fully free. They couldn't serve on juries or testify in court against whites. Their right to vote was often restricted by property or literacy tests and they were persecuted by organisations such as the White League.

**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 we know that blacks were murdered by groups like the Ku Klux Klan and/or that Interpretation B is convincing because African–Americans got into state government.

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

0	4
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Describe two problems faced by miners in the American West.

[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 mining towns grew up rapidly from the original mining camps with no organised system of government or law and order. They attracted gamblers, prostitutes and criminals out to make a quick fortune. As a result, these towns became lawless places where violence was common.

Another problem was that racial tension was high between the various groups including Americans, Mexicans, the Californian Indians and thousands of Chinese who came as labourers. There were also ex-convicts from Australia and slaves brought by ex-plantation owners from the American South.

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

Students demonstrate relevant knowledge about the issue(s) identified which might be related.

For example, lawless mining towns, claim jumping, racial tension, lack of gold etc.

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

0	5
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In what ways were the lives of Homesteaders affected by new farming methods and technology?

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 even though new farming methods and technology helped homesteaders survive and prosper they could not by themselves prevent their lives being badly affected by natural hazards such as prairie fires, plagues of grasshoppers, or extreme weather conditions such as tornados or severe droughts.

**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, there were long dry periods on the Plains so crops would shrivel and die but homesteaders began to use a new method called dry farming where they ploughed the land when there had been heavy rain or snow. This trapped and kept the moisture in the soil and meant that better crops could be grown.

For example, there was no wood on the Plains for fencing so there was nothing to protect growing crops from buffalo or straying cattle. Joseph Glidden invented barbed wire in 1874 which was cheap and allowed homesteaders to mark their land and keep stray cattle and buffalo off.

**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, it had been difficult to plough the Plains but in 1830 John Deere invented a steel plough called the sod-buster which made it possible to cut through the soil and plant crops more successfully.

**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, wind pumps meant that they could bring water up to the surface.

**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 there was conflict between white settlers and the Plains Indians:

- differences in ways of life
- the actions of the US Government?

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 will explain the part played by both broken treaties and different ways of life and beliefs in causing conflict on the Plains. Students may then conclude, for example, that the ways of life and beliefs of the two groups were so incompatible particularly when it came to the ownership and use of land and that this meant that any treaty was bound to be difficult to maintain.

**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 different ways of life and beliefs (eg attitude to the land, government, religion, warfare, family life etc) of the Plains Indians and white settlers led to a lack of mutual understanding which developed into conflict. Also how the various treaties (eg Permanent Indian Frontier, Fort Laramie Treaties 1851 and 1868 etc) were broken by both sides with Indian lands being invaded by white settlers but some Indians not staying in their designated areas.

**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, the Indians were always on the move following and hunting the buffalo but the white settlers were farmers who needed to stay in one place to look after their crops. This meant that their farms would be in the way of the Indians and buffalo herds which would cause conflict.

For example, white settlers kept breaking treaties like the Fort Laramie Treaty of 1851 where each Indian tribe was given a hunting area away from the white trails but this did not work as miners, settlers and ranchers invaded these lands so the Indians reacted violently.

**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, although the Indians were given guaranteed areas of land by various treaties, white settlers always took over this land so the Indians fought back.

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