GCSE MARKING SCHEME

SUMMER 2017

HISTORY - STUDY IN-DEPTH
WESTWARD MIGRATION: THE AMERICAN WEST,
1840-1895
4271/06
INTRODUCTION

This marking scheme was used by WJEC for the 2017 examination. It was finalised after detailed discussion at examiners’ conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates’ responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners’ conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate’s performance on particular questions. These are question 2(c) and question 3. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format</td>
</tr>
<tr>
<td>Level 3</td>
<td>the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary</td>
</tr>
<tr>
<td>Level 4</td>
<td>the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately</td>
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</tbody>
</table>
Question 1 (a)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Understanding of source material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<td>4</td>
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Question: What do Sources A and B suggest about the role of ceremonies in Indian society? [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer, paraphrasing or describing sources only. [1-2]

Eg: Source A states that Indians had ceremonies for all sorts of events, such as births or for a good harvest. Source B shows Indians doing the buffalo dance before setting out on a hunt.

**LEVEL 2** Uses the content of both sources in their historical context. [3-4]

If answer is imbalanced in use of sources award 3 marks.

Eg: The two sources show that ceremonies were central to Indian life. Source A mentions that they took place for births, marriages and deaths, which suggests that they were important rites of passage. The ceremonies at planting time, before the hunt or before setting out to war suggest that they believed this would bring good fortune/good luck. The fact that dance was seen as a form of prayer suggests that it was an appeal to the spirits. Source B shows Indians performing the buffalo dance, suggesting that this ceremony was necessary for a successful hunt. There are lots of people involved (performing or watching) which also suggests that it is important to the tribe as a whole.
Question 1 (b)

Target: Understanding of source material; recall and deployment of own knowledge

Mark allocation: AO1 4 AO2 4 AO3 2

Question: Use Source C and your own knowledge to explain why the early pioneers moved West. [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; copies or paraphrases source material; uses content of source only. [1-2]

Eg: The source states that the mountain men were some of the first people to move West, as they hunted beaver for their furs. The first large scale movement took place in the 1840s when the Mormons headed to Utah to escape religious persecution.

LEVEL 2 Understands content of the source with some background knowledge. [3-4]

Eg: The source explains that some of the first pioneers to head west were the mountain men, who trapped beaver for a living. The trails that they blazed were then used by others who moved west because of the vast amount of land that was available or to escape the economic depression in the East in the late 1830s. For the Mormons the motivation to head west was religious. They moved to Utah (then not in the USA) in the mid 1840s to escape hostility/religious persecution. The idea of Manifest destiny, first put forward in 1845, also spurred many people West.

LEVEL 3 Clear use of the content of the source with accurate and detailed background knowledge used to explain the issue. [5-6]

Eg: The source gives clear explanations why early pioneers moved west. Some of the first people to head west were the mountain men. They went to make money from trapping. They spoke of places like Oregon and California as if they were earthly paradises. Some people in the East fell in love with this idea of the unspoiled West and of the huge amount of free land to be found there. They often used the trails established by the mountain men. The Mormons headed west because of religious persecution. They wanted to set up a state of their own, as far away from outside interference as possible, where they could practice their religion freely. Christian missionaries went West, to Oregon in particular, to convert the Indians. In the 1840s the idea of Manifest Destiny became popular and the government did nothing to discourage this. The economic depression of the late 1830s also increased the number of people wanting to migrate West, as did the discovery of gold in California.

(Do not credit references to railways, the Homestead Act or other post Civil War developments)
Question 1 (c)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Understand, analyse and evaluate source material: recall and deployment of own knowledge</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<td>2</td>
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Question: How useful are Sources D and E to an historian studying the problems of travelling across the Plains by wagon train? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1  Comprehends content of the sources; little focus on utility.  [1-2]

Eg: Source D shows that a lot of people died crossing the Plains by wagon train. Source E shows that the journey was very uncomfortable and you had to be tough to survive it.

LEVEL 2  Considers usefulness of the sources in terms of their content and/or authorship.  [3-4]

Eg: Source D is useful because it shows that the journey by wagon train was dangerous and that many people died from different causes. The main cause of death was from disease, but lots of people also died from Indian attacks and accidents, as well as unusual deaths like freezing or drowning. Source E explains that you had to be tough to survive. The weather could be harsh and conditions were not that healthy e.g. you had lice in your bedding and drank from the same container as your mule.

LEVEL 3  Evaluates both sources in context with some imbalance; reaches conclusion regarding utility for the set enquiry.  [5-6]

Eg: The sources are both quite useful for different reasons. Source D provides statistics for the different causes and the numbers of deaths on the trail. It is useful because it shows that there were many causes, some of them perhaps rather strange. The source has been produced by an historian so it should have been well-researched, even though he cannot be sure about the exact number of deaths. Source E highlights the day-to-day issues that made the journey such a problem. The writer mentions the weather and the other things which made life uncomfortable and unhealthy. Though the author is anonymous the source is still quite useful as it is from first-hand experience. He may have exaggerated in some ways e.g. sharing his drinking vessel with his mule, but it does highlight the day-to-day problems of the long journey across the Plains.
LEVEL 4

Evaluates both sources regarding the specific historical context; reaches reasoned and substantiated judgement regarding their utility for the set enquiry. [7-8]

*Eg*: Both sources are useful in their different ways in explaining the problems of travelling West by wagon train. Source D provides some useful information about the causes and numbers of deaths along the three main trails over a 20 year period. Though we are not told the total number of migrants (so cannot work out whether these rates were high or not), this source, which is probably well-researched, is useful because it indicates the many hazards that migrants faced on the long journey west. The main cause of death was not Indian attacks, as many believe, but disease, which is supported by what we read in Source E. Source E focuses on the day-to-day problems, (bad weather, dust, physical hardship and lice) which were not life-threatening but still made life difficult. That we don’t know the author’s name is not important but the fact that he/she has been on a wagon train makes this first-hand description quite useful. Even though he may have exaggerated we do get a clear idea of how unpleasant and demanding the journey could be. He is writing to a Missouri newspaper and seems to want to warn others of the problems they may encounter, which again suggests that what he says is quite near to the truth. Both sources suggest that the journey was physically demanding, so perhaps the number of deaths is not surprising. Perhaps migrants were so focused on surviving the journey that they did not have time to record deaths properly, which is why the numbers in Source D are so inexact.
QUESTION 2

Question 2(a)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge</th>
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<td>Mark allocation:</td>
<td>AO1</td>
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<td>4</td>
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Question: Describe the new farming methods and inventions which helped homesteaders to farm the Plains. [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with weak or implied points made. [1-2]

*Eg:* The Plains were very dry so farmers used windmills to help bring up water from below ground. The invention of barbed wire provided a cheap and easy method of protecting crops.

LEVEL 2 A more detailed and accurate description. [3-4]

*Eg:* Water was a problem on the Plains. The invention of the self-governing windmill (Daniel Halliday in 1874) meant that farmers could access water from deep underground. The dry farming system of ploughing also helped to preserve moisture. Turkey Red wheat (from Russia) was also introduced and was suitable for the climate. The sod-buster plough could cut through tough grass roots, allowing crops to thrive. Other affordable machinery e.g. reapers, binders and threshers, were invented and transported by rail to the Plains. These increased efficiency and yields. The invention of barbed wire (Joseph Glidden 1874) protected crops from cattle and was easy to erect and maintain.
Question 2(b)

Target: Understand and analyse source material; recall and deployment of knowledge

Mark allocation: AO1 AO2 AO3

6 2 4

Question: Why was Source F produced in 1868? [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Comprehends content of the source; little focus on why it was produced. [1-2]

Eg: The source was produced to show that Daniel Freeman now owned 160 acres of land. He had been given this under the terms of the government act/Homestead Act of 1862.

LEVEL 2 Considers the source in its historical context; suggests some reasons for its production. [3-4]

Eg: The certificate in the source was produced as proof that Daniel Freeman now owned 160 acres of land. He had farmed the land for 5 years and so, under the terms of the Homestead Act, it was officially his, free of charge. He was one of many people who would have moved West to take advantage of this offer. Although this act was passed during the Civil War, many people did take advantage of the scheme.

LEVEL 3 Analyses the source in its historical context; gives detailed reasons regarding its production at the time. [5-6]

Eg: Source F was typical of the many documents issued at the time (1868 and after). It was produced to prove that Daniel Freeman was now owner of 160 acres of land because he had been farming it for the previous five years. This scheme had been set up under the terms of the Homestead Act of 1862. The government had passed this act to encourage the settlement of the West by small farmers. Any adult who had not fought against the government was eligible. By the end of the Civil War about 15,000 claims had been made. 1,600,000 homesteads/across 270,000,000 acres of federal land were set aside. (Credit references to the fact that it was passed during the Civil War for political reasons. Previous attempts at similar legislation had been blocked by Southern Democrat politicians, who feared the creation of states which were anti-slavery. In 1862 the Republicans were in control and pushed through the legislation.)
Question 2(c)

Question: One interpretation is that the American West was not as violent and lawless as many people believe. How far do you agree with this interpretation? [10]

Use 0 for incorrect or irrelevant answers.

LEVEL 1  Generalised answer; makes simple comments about the interpretation; will copy or paraphrase the given evidence. [1-2]

Eg: The West was not that violent. Visitors had to hand their guns in to the sheriff in towns like Dodge City and Deadwood. In Dodge City women and strangers were treated with respect.

LEVEL 2  Identifies differences between ways in which the issue has been interpreted; will offer a basic judgement with some support from given evidence and/or own knowledge of the issue. [3-5]

Eg: Answers will show understanding of the named interpretation that the west was not violent. Expect basic contextual support to be given in terms of a judgement.

Evidence 1 points out that guns could not be worn around town and had to be handed in to the sheriff. This view is supported by Evidence 3 which states that, contrary to its poor reputation, Dodge City was very welcoming and friendly and treated women and strangers with respect. Not everyone agreed with this interpretation. The writer of Evidence 2 suggests that the west was violent. He describes Deadwood as very violent e.g. shootings and stabbings.

On balance, the evidence points to the fact that the West was not that violent and lawless.
LEVEL 3 Begins to recognise and comment on how and why this issue has been interpreted in different ways; will give a judgement regarding the given interpretation. 

Eg: Answers will address the question by offering comment on different interpretations of the degree of violence and lawlessness in the West. Answers will begin to demonstrate why different interpretations of this issue have been made.

One interpretation is that the West was not violent and lawless. Adam Winkler the law professor states clearly that towns in the West had stricter gun control than today. Visitors had to leave guns at the sheriff’s office. As a professor of law, we must assume that he has done his research before coming to this conclusion, just as an historian would have done. Evidence 3 supports this view. The writer states that Dodge City was a friendly place and its law officers would not tolerate misbehaviour. As mayor of Dodge we would expect him to defend the city, but the sheriffs he mentions were renowned law men. Evidence 2 gives an alternative interpretation. His description of Deadwood is of a town in which there seems to be no law and order, at least not after dark. He mentions excessive drinking, shootings and stabbings. However, this reflection was taken from a dime novel. The writer has an interest in selling as many copies as possible. It is in his interest to make the West seem as wild as possible.

On balance, therefore, it would appear that the West was more law-abiding than many would believe.
LEVEL 4 Recognises and provides substantiated comments on how and why this issue has been interpreted in different ways; will give a clear judgement considering the given interpretation in the historical context. [9-10]

Eg: Answers will clearly state whether they agree with the given interpretation that the West was not violent and lawless. In order to make this judgement, answers will discuss how the given interpretation has been arrived at and recognise that there are other valid interpretations of this issue. Answers will demonstrate why it is possible to make different interpretations of this issue. There will be a considerable degree of historical support in the answer using both the given evidence and own knowledge.

Evidence 1 clearly supports the interpretation that the West was not violent and lawless. In fact towns in the West had much stricter gun control laws than today and these were strictly enforced. As a law professor at a major US university Adam Winkler has no doubt thoroughly researched his material. It is also for a newspaper and he would want to be accurate with the facts, so this should be a reliable piece of evidence. The experiences of Robert Wright bears out what Winkler states. He claims that Dodge City was a friendly place. As mayor of Dodge City, we would expect him to defend the town. However, he does name specific sheriffs who had reputations as strong enforcers of the law. The fact that Adam Winkler also states that Dodge City had strict gun laws tends to support Wright’s claims. Evidence 2 gives a different perspective. It paints a picture of Deadwood as a very dangerous and lawless place, especially at night. This contradicts professor Winkler’s assertion that Deadwood had strict gun laws. However, this evidence is taken from a dime novel. These were produced in their thousands in the later 19th Century and the fact that Edward Wheeler produced over 100 in a short time indicates that historical accuracy was not at the top of his agenda. He probably also never visited the West and was writing for an eastern audience who wanted to be entertained. This evidence should be taken with a pinch of salt. The quality of evidence in parts 1 and 3 point to the conclusion that the West was not a violent and lawless place.
QUESTION 3

Question 3

Target: 
Recall and deployment of knowledge; explanation and analysis of key concepts; quality of written communication

Mark allocation: 
AO1 | AO2 | AO3 | SPG
---|---|---|---
15 | 4 | 8 | 3

Question: Were divisions among the tribes themselves the main reason for the defeat of the Plains Indians? [12+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; basic response which offers little support. [1-3]

Eg: Divisions among the tribes were the main reason for the defeat. They did not join together to fight against the US army. This meant the army could pick them off one at a time. The tribes were not as well armed as the US army.

LEVEL 2 Answer begins to discuss the issue set in the question. [4-6]

To distinguish between 4 and 6 marks apply the following:
For 4 marks: A one-sided answer with some contextual support OR a very weak two-sided answer with little contextual support.
For 5-6 marks: A developed one-sided answer with contextual support OR a weak two-sided answer with some contextual support. Award the higher mark for the degree of contextual support.

Eg: Divisions among the tribes were one reason for their defeat. They failed to join together to fight against the US army, so the army were able to attack them piecemeal. To make matters worse, they often continued to fight each other as well, and this further weakened their resistance. However, there were other reasons for their defeat. The US army had more men and better weapons and, after the end of the Civil War in 1865, they were able to focus all their efforts on defeating the tribes. The government also did nothing to stop the destruction of the buffalo, which reduced the ability of the tribes to wage war.
LEVEL 3

Answer is mainly a reasoned analysis of the issue set in the question. [7-9]

To distinguish between 7 and 9 marks apply the following:
For 7 marks: A very good one-sided answer with contextual support OR an unbalanced two-sided response with contextual support.
For 8-9 marks: A reasoned and developed analysis of the issue but lacking some detail or balance. Award the higher mark for the degree of contextual support.

Eg: Answers will begin to offer a judgement with good reasoning.

On the one hand, divisions among the tribes was a key factor in the defeat of the Plains Indians. There were long standing rivalries among certain tribes e.g. between the Sioux and the Crow. These tribes continued to fight each other even when the US army stepped up its campaigns against the Plains Indians following the end of the Civil War. In addition, the Indians were nomadic and had to feed their families and so they were not able to fight sustained campaigns against the army. This was especially true during winter. They also lacked the organisation for prolonged campaigns.

However, there were other reasons for the defeat of the Plains Indians. The US army had more men and far greater fire power. Following the Civil War it was able to focus its efforts on defeating the Indians. It built a system of forts across the Plains from which it could control the surrounding territory. Under Generals Sherman and Sheridan the army pursued a policy of total war, with the aim of demoralising the Plains Indians. This was continued into winter, when the Indians were short of food and particularly vulnerable to attack. There were also non-military reasons for the defeat of the Indians. The ever-increasing numbers of homesteaders and ranchers who came onto the Plains also put pressure on the tribes and was one reason why buffalo and other game began to decline. The railroads only speeded up this process. The government did nothing to stop these things from happening.
LEVEL 4

Answer is a developed, reasoned and well-substantiated analysis of the issue set in the question. The Level 4 descriptor for quality of written communication may be considered here.

To distinguish between 10 and 12 marks apply the following:

For 10 marks: A developed, reasoned and well-substantiated analysis with good balance, using mostly accurate and relevant contextual support.

For 11-12 marks: A developed, reasoned and well-substantiated analysis with good balance, using fully accurate and relevant contextual support.

Award the higher mark for the degree of contextual support.

Eg: Divisions among the tribes was an important reason for the defeat of the Plains Indians but only one among many. Long standing rivalries among certain tribes e.g. between the Sioux and the Pawnee, Shoshonee and Crow, continued even after the US army began to intensify its campaigns against the Plains Indians following the end of the Civil War. The Crow and Shoshonee fought for the army against the Sioux. They were often used as scouts e.g. Curley, the Crow scout to Custer. There were also divisions within tribes which the army exploited. In 1871, in Arizona, General Crook recruited the White Mountain Apaches to chase another group, the Chiricahua Apaches, led by Cochise. The final psychological blow to Indian resistance, the shooting of Sitting Bull, was carried out by Sioux police.

There were also other reasons within Indian society which contributed to their defeat. The Plains Indians were nomadic and had to feed their families and so they were not able to fight sustained campaigns against the army, particularly in winter, when they needed to camp in one place. This made them vulnerable to attacks by the US army. They also lacked the organisation for a prolonged campaign. Sitting Bull was unable to keep his force together even after the victory at Little Big Horn.

There were other factors that led to defeat, which were outside the control of the plains Indians. Following the end of the Civil War the US army turned its attention to the Plains. The army had better weapons e.g. artillery and Gatling guns, and more men than the Indians. Their line of forts kept large areas under control, while the strategies of total war and winter campaigns proved decisive. As tribes were subdued and placed on reservations they lost their ability to wage war.

There were also non-military reasons for the defeat. The destruction of the buffalo herds undermined the life style of the Plains Indians. The building of the railways, and occupation of the land by homesteaders and ranchers all put pressure on the buffalo herds. These people saw it as their Manifest Destiny to occupy the land, regardless of its impact. Homesteaders and ranchers, as well as miners, also demanded protection from the army and the removal of Indians. The government supported the settlers and used its economic power to defeat the Plains tribes.

Divisions among the tribes were, therefore, a major reason for the defeat of the Plains Indians, but there were others which were equally important.
Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
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<tbody>
<tr>
<td></td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td><strong>Threshold performance</strong></td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
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<tr>
<td>1 mark</td>
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<tr>
<td><strong>Intermediate performance</strong></td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
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<tr>
<td>2 marks</td>
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<tr>
<td><strong>High performance</strong></td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
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<tr>
<td>3 marks</td>
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