GCSE MARKING SCHEME

SUMMER 2018

GCSE (LEGACY)
HISTORY UNIT 1 - STUDY IN-DEPTH
WESTWARD MIGRATION: THE AMERICAN WEST, 1840-1895

4271/06
INTRODUCTION

This marking scheme was used by WJEC for the 2018 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>
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</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>
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</thead>
<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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**Question:** What do Sources A and B suggest about the working life of a cowboy? [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg:* Source A states that cowboys worked long hours in all weathers/conditions/faced many dangers while working. Source B shows they also had to herd cattle in deep snow/winter.

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

*Eg:* The two sources show that cowboys led a hard life. Source A mentions that they had to work in bad weather and faced threats to their lives. This suggests that being a cowboy could be stressful/dangerous/demanding/a risk to life. Source B shows a lone cowboy herding cattle in winter, suggesting that they worked in all weathers/worked in isolation/took responsibility for large herds of cattle.
Question 1 (b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Understanding of source material; recall and deployment of own knowledge</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
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Question: Use Source C and your own knowledge to explain why the West was so lawless. [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 guns were a major cause of crime and caused many deaths. The fact that the West was so vast also made the work of sheriffs difficult.*

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

*Eg: The source explains that one reason for the lawlessness was gun crime. Guns were relatively cheap and easy to obtain, which led to many shoot-outs and murders. Combined with alcohol and the absence of law and order in many areas this meant gun crime was common. Guns were also used in other crimes e.g. bank robberies. In addition there were relatively few law officers, outside of towns, to enforce the law. The work was poorly paid and dangerous resulting in a shortage of reliable / honest lawmen. There were also other sources of conflict e.g. ethnic divisions, ex-Civil War soldiers unable to adjust to peacetime conditions, ranchers v. homesteaders etc.*

**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 of some of the reasons for lawlessness. Guns were abundant, particularly after the end of the Civil War, so shootings were not uncommon. Gunfighters e.g. John Wesley Hardin and Wild Bill Hickok were symbolic of the problem. Guns were also used in other types of crime e.g. bank robberies, stage coach robberies and later train robberies. The vast size of the West made it difficult to control and conversely relatively easy for suspects to escape. Marshals and sheriffs lacked the resources to cover large areas. They found it hard to counter crimes such as horse stealing or cattle rustling. Rich businessmen e.g. cattle-ranchers and railroad owners often found it easier to resort to violence rather than use the legal process e.g. the Johnson County War. In isolated settlements e.g. mining towns, vigilante groups often took the law into their own hands. Social and economic factors also contributed to lawlessness. Racial attacks were another feature of the west, especially in mining and cow towns, often motivated by competition for jobs. The Chinese were often targeted but blacks, Indians and Mexicans also suffered. Disputes between different economic groups e.g. ranchers and homesteaders were common and sometimes erupted into violence.*
Question 1 (c)

Target: Understand, analyse and evaluate source material: recall and deployment of own knowledge

Mark allocation: AO1 8 AO2 2 AO3 6

Question: How useful are Sources D and E to an historian studying the lives of homesteader women living on the Plains? [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 the sod houses were very basic/women had large families to look after/lived isolated lives. Source E reveals that women also had to work hard on the land to help produce food.

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 the type of sod houses people lived in, which must have made daily life difficult. In addition the large family added to the hardship. The diary extracts in Source E detail some of the other daily chores of a homesteader woman e.g. planting crops, as well as the dangers e.g. from Indians and snakes. The diary entry is first-hand and gives a useful insight of homesteading from a woman’s viewpoint.

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

Eg: Both sources are quite useful for different reasons. Source D provides a useful snapshot of life on the plains. The house is very basic on the outside and probably had few amenities on the inside. There are also six children, none of them that old, suggesting that the woman would have had her hands full. It is a simple photograph of a family group in front of their farm/sod house, making it a useful historical record. Source E gives a useful insight into the other day-to-day work done by women e.g. planting crops. It also mentions the dangers e.g. snakes and Indians, and the other things that made life uncomfortable e.g. smoke-filled cabins and mice. As a diary it was intended to be seen only by the writer. It seems to be factual and therefore is useful to an historian, even though it is only one person’s viewpoint.
LEVEL 4  Evaluates both sources regarding the specific historical context; reaches reasoned and substantiated judgement regarding their utility for the set enquiry.

Eg: Both sources are useful in different ways. Source D, the photograph, shows the type of sod house families lived in. There is a large family and the house looks very basic from the outside. There appear to be few, if any, comforts e.g. running water. This suggests that life would have been hard for the woman in the house. In addition to looking after the house/cooking/mending etc., she seems to have had children in quick succession, adding to the hardship of life on the plains. That said there seems to be a sense of achievement – the family is smiling and there is a wagon and horses in view. The photograph is useful as it shows the family and their house. They are posing for the camera, but there is no suggestion that it was staged. The photographer seems to have been keen to capture homesteader life exactly as it was, for the benefit of future generations. The diary extracts in Source D complement the photograph. They give insights into the inside of the house (smoky and infested with mice), the extremes of weather and the daily farming chores undertaken by the women. Again these highlight the hard life of homesteader women. Luna Walker had no reason to exaggerate. She is simply describing daily life and this makes her diary useful. She may be only one individual, but what she describes was probably the typical routine for many homesteader women. Taken together the two sources are useful as they help to build a picture of life for homesteader women.
**Question 2(a)**

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<th>Target:</th>
<th>Recall and deployment of knowledge</th>
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**Question:** Describe the impact of reservations on the Indian way of life. [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg*: Reservations helped destroy/undermine Indian society/culture. Indians were no longer able to pursue their nomadic lifestyle and became dependent on the government for food. The reservations meant that it was easier for the government to control the tribes.

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

*Eg*: Reservations destroyed the nomadic lifestyle of the Indians. The government took away their horses and guns, so they were unable to hunt. Instead they were encouraged to farm, but reservation land tended to be poor. Tribes therefore became dependent on the government for rations, making them easier to control. Many Indians died from disease e.g. influenza caused by malnutrition. The power of the chiefs was also undermined. Rations were initially given to the chiefs to distribute, but this was changed to heads of families. Under the Dawes Act 1887 reservation lands were broken up into individual plots, again undermining tribal structure and the power of the chiefs. Ceremonies, dances etc. were banned and missionaries were encouraged on to the reservations.
Question 2(b)

<table>
<thead>
<tr>
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Question: **Why was Source F produced in July 1876?**  [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 the news of Custer’s defeat and produced to bring news of the death of Custer and over 260 of his men. It describes the events as a “massacre”._

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

_Eg: The headlines were produced to announce the death of Custer and his men. It uses the word “massacred” to describe the events at the battle of the Little Big Horn and backs this up by referring to the fact that no officer or man from 5 companies was left alive (261 men in total). It also mentions that major Reno and his men only survived after 3 days of “desperate” fighting. This was the first news of the defeat, so it makes the headlines and emphasises the seriousness of this news and the shock of the defeat._

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

_Eg: Source F was produced to announce the death of General Custer and 261 of his men at the Battle of the Little Big Horn. This was the first news of those events. It mentions that Reno and his men only survived after “desperate” fighting. There is perhaps an attempt to make Custer’s death sound heroic. The officers and men are described as “victims” who had been “massacred” by the Sioux and their allies. The heading “Extra” hints that it was a special edition of the paper dedicated to the news of Custer’s defeat. This emphasises the shock felt by many people at the news. This was the worst defeat suffered by the U.S. army at the hands of the Indians and had not been expected._
Question 2(c)

| Target: Recognition and explanation of historical interpretations; analysis of key historical features; quality of written communication |
|---|---|---|
| Mark allocation: AO1 | AO2 | AO3 |
| 10 | 2 | 2 | 6 |

Question: One interpretation is that the actions of the US Government were the main reason for the Plains Wars. 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 U.S. Government was responsible for not keeping to the treaties it made. It made treaties with the chiefs, even though it knew the chiefs did not have the right to give away land.

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 U.S. Government's failure was the main reason for conflict. Evidence 1 points out that the U.S. Government made treaties with Indian chiefs, knowing that they would almost certainly be broken, because the chiefs did not have the authority to make treaties. This view is supported by Evidence 3 which states that the government never kept to its promises. On the other hand, the writer of Evidence 2 suggests that it was the demand for land by white settlers that led to conflict. He argues that the government tried to stop the settlers but failed.

On balance, the evidence points to the fact that the U.S. Government was mainly responsible for the Plains Wars.

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. [6-8]

Eg: Answers will address the question by offering comment on different interpretations of the causes of the Plains Wars. Answers will begin to demonstrate why different interpretations of this issue have been made.

One interpretation is that the U.S. Government was responsible for the conflict with the Indian tribes. Evidence 1 states that they made treaties with chiefs who did not have the authority to make treaties without the tribe’s agreement. The government knew that these treaties would be broken. This comes from a modern U.S. Government website and is almost an admission that 19th Century U.S. Governments were dishonest in their dealings with the Indians. Evidence 3 supports this view. Chief Red Cloud points out that the government routinely broke promises. He states the only promise they kept was to take Indian land, which they did. He had fought to prevent this and so
he is speaking from personal experience. Evidence 2 gives an alternative interpretation. The journalist hints that white settlers, moving on to Indian land, were the cause of conflict. He states that the government could not stop this tide of people. The writer was a journalist and, though his writing is a little dramatic ("tidal wave"), he seems to be focused on giving a factual account of events.

On balance, therefore, it would appear that the U.S. Government was responsible for the conflict.

**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.  

Eg: Answers will clearly state whether they agree with the given interpretation that the U.S. Government was mainly responsible for conflict. 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 U.S. Government was responsible for the conflict. It states that the government made treaties with Indian chiefs, even though they knew the chiefs lacked the authority to do so. It also states that it is doubtful that the governments of the day wanted the treaties to work. This implies that they were cynical/dishonest in their dealings with the Indians. The fact that this an official government website gives weight to the statements made. Though it falls short of issuing an apology, it is critical of the governments of the late 19th Century. Evidence 3 agrees with this interpretation and also hints at the cynicism of the U.S. Government when it states that the only promise the government kept was to take all Indian land. Red Cloud had fought against white incursions on Sioux land (and signed the 1868 Fort Laramie Treaty, which was broken a few years later) and so had bitter personal experience of the government’s dishonesty.

Evidence 2 gives a different perspective. It implies it was White settlers and their demand for Indian land which caused problems. The writer is a journalist reflecting on the previous 30 years of Plains history and writing in a fairly factual style. He does not criticise the settlers (or the government) and seems to accept the land grab that has taken place. It could be argued that he is writing from the white man’s perspective – possibly influenced by the idea of manifest destiny.

The quality of Evidence in parts 1 and 3 point to the conclusion that the U.S. Government was in large part responsible, though it did face pressure from settlers for more land.
**Question 3**

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; explanation and analysis of key concepts; quality of written communication</th>
</tr>
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<tbody>
<tr>
<td>Mark allocation:</td>
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</table>

**Question:** Was the opening of new routes by traders and trappers the main reason why the early pioneers moved west? [12+3]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**

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

*Eg.* The opening of new routes by traders and trappers was the main reason the early pioneers moved west. Fur traders were some of the first people to move west in their search for beaver furs. One of them, Jed Smith, found a route through the Rockies in 1823.

**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.* Traders and trappers were the first non-Indians to travel west across the Plains in their search for beavers. Though there were relatively few of them and they tended not to settle in any particular place, they did a lot to increase knowledge of the west and to develop the trails which later settlers used. However, in the years before the civil war there were other reasons why migrants headed west. The California gold rush saw a huge movement of people. Some headed west to places like Oregon and California because land was cheap and plentiful, while others like the Mormons wanted to escape religious persecution.
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, the opening up of new routes by traders and trappers was a key factor in opening up the west for the early pioneers. They went to hunt beaver for the markets in the East and, though they were relatively few in number, they had a great influence. They carved out trails which were later followed by the early pioneers who moved west in wagon trains e.g. the Oregon and California trails. The forts they had traded in began to develop into towns along the route of the trails. When the fur trade declined some of these “mountain men” e.g. Jim Bridger earned their living by guiding wagon trains across the West.

In other parts of the west pioneers settled for other reasons. The economic depression of the late 1830s in the USA persuaded many people, especially farmers, to start a new life in the West. Trappers told stories of the fertile land they had seen and this inspired the adventurous to head west. The discovery of gold in California in 1848 also encouraged large numbers of migrants westward. To some the East was also becoming crowded and people headed west to find space. Religion was another factor. Some groups, like the Mormons, went west to escape persecution because of their beliefs. Other religious groups sent missionaries to convert the Indians. Americans felt it was their manifest destiny to settle the West.
LEVEL 4

Answer is a developed, reasoned and well-substantiated analysis of the issue set in the question. [10-12]

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: The opening of new routes by traders and trappers was an important reason why the early pioneers moved west but only one among many.

The traders and trappers went west to trap beaver for their skins and, though they tended not to settle in one place, their knowledge was vital in opening up the West. They created the trails across the Plains e.g. the Oregon Trail and California Trail and found the first routes over the Rockies. Many other settlers e.g. farmers heading to Oregon or miners to California followed these trails, some of them in wagon trains led by former mountain men like Jim Bridger. They were able to restock in the forts established by the trading companies e.g. Fort Laramie. They also brought back stories of the rich farmland and mineral wealth which encouraged others to head west.

However, there were other reasons why the early pioneers headed west. The discovery of gold in California in 1848 created a huge movement of people. Some 300,000 arrived in the area in the late 1840s and 1850s, though many of these went by sea. In other parts of the west pioneers settled for other reasons. The economic depression of the late 1830s in the East caused a lot of hardship. This persuaded many people, especially farmers, to start a new life in the West. To some the East was also becoming crowded and people headed West to find space and a sense of freedom. There was plenty of land available. Religion was another factor. Some groups, like the Mormons, went West to escape persecution because of their beliefs. Other religious groups went West to convert Indians to Christianity e.g. the Whitmans in Oregon. They also sent back glowing reports to encourage more white settlement. The government was also keen to see the west settled. In the 1840s, under President Polk, the USA increased its territory by over one third. The government wanted these new lands – California, Oregon and Texas – to be settled quickly. They supported the idea of manifest destiny and of an America which stretched from the Atlantic to the Pacific. Land in Oregon was offered for a minimum price to anyone who would clear the land and farm it. In 1850 55,000 pioneers headed west in response.

The creation of new routes was an important reason for the westward movement of the early pioneers but there were others which were equally important.

[Please Note – as this question is about the early pioneers; do not credit references to the development of the railways, the Homestead Act, the after effects of the Civil War or the discovery of gold in the Black Hills]
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><strong>Threshold performance</strong></td>
</tr>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<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>1 mark</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>
</tr>
<tr>
<td>2 marks</td>
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<td>3 marks</td>
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