

**OCR**

Oxford Cambridge and RSA

**Practice Paper 1**

**GCSE (9–1) HISTORY B (SCHOOLS HISTORY PROJECT)**

**J411 The Making of America, 1789-1900**

**MARK SCHEME**

**Duration:** 50 minutes

**MAXIMUM MARK    40**

**This document consists of 15 pages**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

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

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**MARKING**

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

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:

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

11. Please note: the Assessment Objectives targeted by each question and the maximum marks available for each Assessment Objective are given at the top of each levels mark scheme for each question. Unless otherwise stated the weightings of the assessment objectives remain consistent throughout the levels. For example if the maximum marks are 6 AO1, 3 AO2, then the AO1/AO2 ratio will be 2/1 throughout the levels.

## 12. Annotations

Annotation	Meaning

### 13. Subject-specific Marking Instructions

#### INTRODUCTION

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

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

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

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

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.
- 4 You are reminded that you have access to information about the chosen site submitted by each candidate's centre, and that you must refer to this if you are in any doubt about details included in the candidate's answers.

<b>Question 1 – 3 marks</b>	
<p>(a) Name one of the five tribes removed from the East between 1830 and 1838.</p> <p>(b) Name one of the settlements built by the Mormons in Utah, 1838-60.</p> <p>(c) Name one of the states which joined the Southern Confederacy.</p>	
<b>Guidance</b>	<b>Indicative content</b>
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(a), likely valid responses include: Cherokee, Chickasaw, Choctaw, Creek, Seminole</i>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(b), likely valid responses include: Salt Lake City, Bountiful, Ogden, Tooele, Fort Utah, Provo, Manti, Fillmore, Fammington, Brigham City and others.</i>
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(c) valid responses are: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia (but not West Virginia)</i> For 1(a) and 1(b) any other historically valid response is acceptable and should be credited.

<p><b>Question 2 – 9 marks</b>  <b>Write a clear and organised summary that analyses the experience of African Americans living in the South during the Civil War, 1861-65. Support your summary with examples.</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 3 (7–9 marks)</b>          Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1).          The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	<p><i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.          Answers could consider aspects of one or more of the following: the continuation of slavery until 1863; slaves escaping Plantations or being liberated by the Union army; the Emancipation Proclamation of 1863 and its reception; the lack of education before liberation and attempts of Northern missionaries to bring education afterwards; slaves joining the Union Army unofficially before 1862 and then officially; the Sea Islands experiment; employment of slaves on cotton plantations after liberation; the differing experiences of men and women and the roles they played in the army or elsewhere.          Use of conceptual understanding to organise the response might in this case involve: bringing in elements of change over time e.g. before 1862, between 1862 and 1863 and after 1863; organising around significant turning points and their impact e.g. the first black regiments, the Fall of New Orleans, the Emancipation Proclamation, the fall of Richmond; or distinguishing by geographical diversity e.g. slaves in the upper and lower South; distinguishing by gender diversity;          Answers may show understanding of second order concepts such as change and continuity (e.g. the extent to which the experience changed or remained the same over time); significance (e.g. the most significant experiences of African Americans during the Civil War might be identified.); similarity and difference within situations (e.g. how men / women had varying experiences, or how the states of the upper South were liberated before those of the Deep South); or causation and consequence (e.g. why the African American experience changed over the Civil War period);          Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of</i></p>
<p><b>Level 2 (4–6 marks)</b>          Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1).          The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	
<p><b>Level 1 (1–3 marks)</b>          Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1).          The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	
<p><b>0 marks</b>          No response or no response worthy of credit.</p>	

	<p><i>reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question for example, students who exclusively talk about the experiences of black Americans in the North, or fighting with Northern regiments do not address the question and cannot be rewarded.</i></p>
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<b>Question 3 – 10 marks</b>	
<b>Why did the Sioux and the United States come into conflict during the Great Sioux War, 1876-77? Explain your answer.</b>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b></p>	
<p><b>Level 5 (9–10 marks)</b>            Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).            Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).</p>	<p><i>Explanations could consider: the build-up to war with the rapid increase in migration to the West interrupting hunting and running through Sioux lands including railroads; the destruction of the buffalo by hunters; the failure of the government agents to manage supplies; the discovery of gold in the Black Hills in 1874; the actions of individual Sioux chiefs such as Sitting Bull; the structure of Sioux governance; the impact of the Sand Creek massacre and the desire for revenge; the actions of Custer and other government representatives in breaking the Fort Laramie Treaty of 1868; a growing division amongst the Sioux about cooperating with white Americans; the refusal of Sitting Bull and other Sioux leaders to return to reservations in 1876.</i></p> <p><i>Explanations are most likely to show understanding of the second order concepts of change, similarity and difference (diversity), and causation / consequence but reward appropriate understanding of any other second order concept.</i></p>
<p><b>Level 4 (7–8 marks)</b>            Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).            Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).</p>	
<p><b>Level 3 (5–6 marks)</b>            Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).            Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).</p>	
<p><b>Level 2 (3–4 marks)</b>            Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1).            Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).</p>	
<p><b>Level 1 (1–2 marks)</b>            Demonstrates some knowledge of features and characteristics of the period (AO1).            Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).</p>	
<p><b>0 marks</b>            No response or no response worthy of credit.</p>	

<p><b>Question 4* – 18 marks</b>  <b>"The growth of the cotton industry was the main driving force behind American expansion before the Civil War." How far do you agree with this statement? Give reasons for your answer.</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  <b>Maximum 6 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 6 (16–18 marks)</b>          Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).          Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2).  <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider at least one other factor even if the response goes on to argue that the growth of the cotton industry was the main driving force.</i>  <i>Answers are most likely to show understanding of the second order concepts of causation and consequence, change, and similarity / difference (diversity), but reward appropriate understanding of any other second order concept.</i>  <i>Grounds for agreeing include: demand for cotton lands opened up the South for settlement after 1890; by 1860 cotton made up 42% of exports – this money was invested in more cotton plantations but also in infrastructure which allowed growth; the growth of slavery went hand in hand with cotton production – slave labour underpinned the US economy and allowed it to purchase lands from France, Spain, Mexico etc.; After 1820, new Northern states were added to balance out each new slave state (Missouri Compromise) hence Southern growth pushed Northern growth too.</i>  <i>Grounds for disagreeing include: many other factors led to American expansion: Government intervention in purchasing the Northwest and Southwest territories and their actions in selling these off to settlers and investors; the settlement of small scale farmers in the Northwest territory; the settlement of territories east of the Mississippi by free-labour supporters; the actions of land speculators and the creation of a land market in the USA; the Pre-emption Act (1841) which encouraged people to</i></p>
<p><b>Level 5 (13–15 marks)</b>          Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).  <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	
<p><b>Level 4 (10–12 marks)</b>          Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).  <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	
<p><b>Level 3 (7–9 marks)</b>          Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2).  <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
<p><b>Level 2 (4–6 marks)</b>          Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).  <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p><b>Level 1 (1–3 marks)</b>          Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).  <i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b>          No response or no response worthy of credit.</p>	

	<p><i>settle the Far West; the journeys of overlanders and the settlement of the Far West; wars with Spain, Mexico, and others and the seizure of new lands; the discovery of gold and the rapid incorporation of California; the deliberate expansionist policies of Presidents such as Polk; the actions of early explorers in making westward travel safe; the religious motives of missionaries seeking to convert the West; the actions of the US government in attempting to bring white settlements under government control (e.g. Utah and Texas).</i></p> <p>Reward other historically valid points.</p>
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<p><b>Question 5* – 18 marks</b>  <b>“The growth of cities was the most significant change in American history between 1877 and 1900.” How far do you agree with this statement? Give reasons for your answer. Give reasons for your answer.</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  <b>Maximum 6 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 6 (16–18 marks)</b>          Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).          Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2).  <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. BUT, to achieve the two highest levels, answers must also consider the relative importance of the growth of cities.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of significance, change and continuity, similarity and difference, and causation and consequence but reward appropriate understanding of any other second order concept. Grounds for agreeing include: the mass movement of people into cities; the growth of the city economy; the role of cities in controlling lands, especially in the West; the power of key cities such as Denver, Chicago or San Francisco; the impact of cities on other areas such as the growth of modern industry, the destruction of Plains Indian culture; the role of cities as a refuge for black Americans avoiding persecution and for newly arriving immigrants; the negative impacts of cities on the environment and their occupants; the proliferation of theatres and other entertainment leading to the birth of a consumer society. Grounds for disagreeing include: The fact that cities had always been a feature of western settlement; the relative importance of other factors such as mass migration, or the growth of corporations; the negative impacts of fossil fuel extraction, cattle ranches and bonanza farms; other more significant changes such as the growth of free-black culture; or the destruction of Plains Indian culture</i></p> <p><i>Reward other historically valid points.</i></p>
<p><b>Level 5 (13–15 marks)</b>          Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).  <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	
<p><b>Level 4 (10–12 marks)</b>          Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).  <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	
<p><b>Level 3 (7–9 marks)</b>          Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2).  <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
<p><b>Level 2 (4–6 marks)</b>          Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).  <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p><b>Level 1 (1–3 marks)</b>          Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).  <i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b>          No response or no response worthy of credit.</p>	

