
GCSE

History A

91402A The American West 1840–1895

Mark scheme

9140

June 2015

Version 1: Final mark scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

A Introduction

- **Consistency of Marking**

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a choice of specifications and a choice of options within them. It is therefore of vital importance that assistant examiners apply this marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of all the other History specifications and options offered by AQA.

- **Subject Content**

The revised specification addresses subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that History is concerned with the analysis of historical problems and issues, the study of which encourages all students, but particularly the more able, to make judgements grounded in evidence and information.

- **The Assessment Objectives (AOs)**

Assessment Objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of history	30
AO2	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none"> • key concepts: causation, consequence, continuity, change and significance within an historical context • key features and characteristics of the periods studied and the relationship between them 	30
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none"> • a range of source material as part of an historical enquiry • how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry 	40

- **Levels of Response Marking Schemes**

The mark scheme which follows is of the 'levels of response' type showing that students are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All students take a common examination paper – there is no tiering. Consequently, it is reasonable to expect to encounter the full range of attainment and this marking scheme has been designed to differentiate students' attainment by **outcome** and to reward **positively** what the students know, understand and can do.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall and in deciding on a mark within that particular level.

Good examining is, ultimately, about the **consistent application of judgement**. This mark scheme provides the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in a subject like History, which in part relies upon different interpretations and different emphases given to the same content.

B Question targets and Levels of response

- **Question targets**

The mark scheme for each question is prefaced by an assessment objective ‘target’. This is an indication of the skill which it is expected students will use in answering the question and is directly based on the relevant assessment objectives. However, it does not mean that other answers which have merit will not be rewarded.

- **Identification of Levels of response**

There are several ways in which any question can be answered – in a simple way by less able students and in more sophisticated ways by students of greater ability. In the marking scheme different types of answers will be identified and will be arranged in a series of levels of response.

Levels of response have been identified on the basis that the full range of students entered for the GCSE examination will be able to respond positively. Each ‘level’ therefore represents a stage in the development of the student’s **quality of thinking**, and, as such, recognition by the assistant examiner of the relative differences between each level descriptor is of paramount importance.

- **Placing an answer within a Level**

When marking each part of each question, examiners must first place the answer in a particular level and then, and only then, decide on the actual mark within the level, which should be recorded in the margin. **The level of response attained should also be indicated at the end of each answer.** In most cases, it will be helpful to annotate the answer by noting in the margin where a particular level has been reached, eg Level 1 may have been reached on line 1, L3 on line 5 and L1 again on line 7. When the whole answer has been read and annotated in this way, the highest of the Levels **clearly attained** and **sustained** should be awarded. Remember that it is often possible to reach the highest level **without** going through the lower levels. Marks are **not cumulative** for any question. There should be no ‘totting up’ of points made which are then converted into marks. Examiners should feel free to comment on part of any answer if it explains why a particular level has been awarded rather than one lower or higher. Such comments can be of assistance when the script is looked at later in the awarding process.

If an answer seems to fit into two or more levels, award the higher or highest level.

- **What is a sustained response?**

By a **sustained response**, we mean that the student has **applied** the appropriate level of thought to the **particular issues** in the sub-question.

A response does not necessarily have to be sustained throughout the whole answer, but an answer in which merely a few words seem to show a fleeting recognition of historical complexity is not sufficient to attain a higher level.

In some cases, as you read an answer to a sub-question, it will be clear that particular levels have been reached at certain points in the answer. If so, remember to identify them in the margin as you proceed. At the end of the sub-question, award the highest level that has been sustained.

In other cases you may reach the end of the sub-question without having been able to pinpoint a level. In such cases, simply record the level awarded at the end of the sub-question.

C Deciding on marks within a level

A particular level of response may cover a range of marks. Therefore, in making a decision about a specific mark to award, it is vitally important to think *first* of the **lower/lowest mark within the level**.

In giving more credit with the level, examiners should ask themselves several questions relating to student attainment. The more positive the answers, the higher should be the mark awarded. We want to avoid ‘bunching’ of marks. Levels mark schemes can produce regression to the mean, which should be avoided. At all times, therefore, examiners should be prepared to use **the full range of marks** available for a particular level and for a particular question. Remember – mark **positively** at all times.

Consider whether the answer is:

- precise in its use of supporting factual information
 - appropriately detailed
 - factually accurate
 - appropriately balanced, or markedly better in some areas than in others
 - set in the historical context as appropriate to the question
 - displaying appropriate **quality of written communication skills**.
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- **Note about indicative content**

The mark scheme provides **examples of historical content** (indicative content) which students may deploy in support of an answer within a particular level. Do bear in mind that these are **only examples**; exhaustive lists of content are not provided so examiners might expect some students to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the student’s level of critical thinking determines this**. Remember that the **number** of points made by a student may be taken into account only **after** a decision has been taken about the quality (level) of the response.
 - **Some things to remember**

Mark positively at all times.

Do **not** be afraid to award maximum marks within a level where it is possible to do so. Do not fail to give a maximum mark to an appropriate answer because you can think of something (or the marking scheme indicates something) that **might** be included but

which is missing from the particular response.

Do **not** think in terms of a model answer to the question. Every question should be marked on its merits.

As a general rule, give credit for what is accurate, correct or valid.

Obviously, **errors can be given no credit** but, at the same time, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer.

It is important, therefore, to use the full range of marks where appropriate.

Do not use half marks.

D Some practical points

- **Answers in note form**

Answers in note form to any question should be credited in so far as the student's meaning is communicated. You must not try to read things into what has been written.

- **Diagrams, etc**

Credit should be given for information provided by the students in diagrams, tables, maps etc, provided that it has not already been credited in another form.

- **Answers which run on to another sub-section**

If a student starts to answer the next sub-section in an earlier one, by simply running the answer on, give credit for that material in the appropriate sub-section.

- **Answers which do not fit the marking scheme**

Inevitably, some answers will not fit the marking scheme but may legitimately be seen as worthy of credit. Assess such answers in terms of the difficulty/sophistication of the thought involved. If it is believed that the 'thought level' equates with one of the levels in the marking scheme, award it a corresponding mark.

Make sure you identify such cases with an A (for alternative) in your sub-total, eg as B2A/3. Also write a brief comment to explain why this alternative has been awarded.

If in doubt, **always** telephone your Team Leader for advice.

E Assessment of Spelling, Punctuation and Grammar

Spelling, punctuation and grammar will be assessed via questions 2(c) or 3(c) in Section B.

Four marks will be allocated for Spelling, Punctuation and Grammar in these questions. The performance descriptions are provided below.

High performance**4 marks**

Students 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.

Intermediate performance**2-3 marks**

Students 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.

Threshold performance**1 mark**

Students 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.

The marks allocated for Spelling, Punctuation and Grammar will achieve a total weighting of 5% of the total marks for the qualification.

1 (a) What do **Sources A** and **B** suggest about the Great Plains?

[4 marks]

Target: Comprehension and inference from historical sources (AO3 4 marks)

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

Level 1: Answers that select details from the sources **1**

Eg Source B shows that they are short of water and wood.

Level 2: Answers that draw a simple inference from the sources **2-3**

Eg the picture shows that they could be attacked and would have nothing to build with.

Level 3: Answers that develop a complex inference from the sources **4**

Eg the prospects are very poor, the scene would put people off going because it is dangerous (Source A) and inhospitable for them (Source B). It wouldn't be a place to hang about.

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- 1 (b) What different view of the Great Plains is suggested by **Sources C** and **D**?
Explain your answer using **Sources A, B, C** and **D**.

[6 marks]

**Target: Comprehension and inference from historical sources
(AO2 2 marks, AO3 4 marks)**

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

Level 1: Answers that select details from Sources C and/or D **1-2**
Eg Source C shows Indians playing cards.

**Level 2: Answers that provide a simple comparison based on the details
of the sources** **3-4**

Eg in Source D there is lots of food and in Source B he says you
could not live there.

OR

Answers that use the sources but provide an inference

Eg in Source A the Indians are aggressive and in Source C they are
peaceful. White people thought of the Plains as 'the Great American
Desert'.

**Level 3: Answers that develop an understanding or draw an inference
about a view based on the details of the sources** **5-6**

Eg in Source A and B there are very poor prospects in a place that
has a hostile climate and full of hostile people. White people thought
of the Plains as 'the Great American Desert'. However in Source C
the Indians are peaceful or have been pacified and the Kansas
newspaper is boasting about the amount of food that can be grown.
You would definitely want to go there.

- 1 (c) Why do you think **Sources A** and **B** give a different view to **Sources C** and **D**?
Explain your answer using **Sources A, B, C** and **D** and **your knowledge**. **[8 marks]**

Target: Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances
(AO1 2 marks, AO2 2 marks, AO3 4 marks)

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

Level 1: **Answers that select details from sources** **1-2**
OR answers that say how the sources are different
Eg they are different because Source A is a painting and Source C is an engraving.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: **Answers that show simple reasoning based on the differences in place, or author, or time, or audience** **3-4**
Eg they are different because they were written about different places so Source B is about the Plains generally but Sources C and D are about Montana and Kansas. Source A is very late in 1932 but Sources C and D are from 1886 and 1887.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: **Answers based on developed reasoning based on differences in author, audience, time or place** **5-6**
Answers will probably be based on how the authors acquired information or their intentions in writing.

Eg Source A paints a dramatic picture of what everyone knew - that the Indians were dangerous. It was painted in the 1932 to make money for the artist. It is attractive because it is action-packed. However Source C is probably meant to tell everyone that the Indians aren't a problem anymore they are all on reservations and it is safe to go on the Plains and fulfil their Manifest Destiny.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Answers that develop out of level 3 and provide some explanation of the links between reasons for the sources differences **7-8**

Eg Source D might be exaggerating to get people to settle on the Plains so that it would appeal to people who have nothing after the American Civil War (1861–1865). Source C indicates with the presence of white people and the church that the Indians are being civilised...

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

- 1 (d) How useful is **Source E** for understanding the lives of women on the Great Plains?
 Explain your answer using **Source E** and **your knowledge**. [8 marks]

Target: An evaluation of utility (AO1 2 marks, AO2 2 marks, AO3 4 marks)

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

Level 1: Answers that assert a source or sources is/are useful or not because it/they tell(s) us something about the role of women on the Great Plains 1-2

Answers may select details from the sources to support the answer.

Eg Source E is useful because it shows the sort of house they had to live in which was so important.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Answers that explain that one source is useful or not because of its provenance in relation to the role of women on the Plains 3-4

Eg Source E is useful because it was painted by someone who grew up as a homesteader on the Plains so he had first-hand knowledge.

OR

Answers that explain that Source E is useful or not through an understanding of the content of the picture in relation to the role of women on the Plains

Eg Source E is useful because it shows the sod house they used to live in and the flatness of the Plains.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Answers that appreciate and explain the value of the source because of its provenance and an understanding of its content in relation to the role of women on the Plains **5-6**

Answers that comment in the main on one aspect either content or provenance in depth and mention the other aspect should be marked at this level.

Eg Source E is not useful because it shows that women were only good for picking flowers and I know they did hard manual work. But as Dunn grew up there perhaps the difficult pioneer problems had been overcome.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Answers that explain the usefulness of the source by commenting in detail on both its provenance and of its content in relation to the role of women on the Plains **7-8**

Eg Dunn wanted a painting to sell so the pretty flower-picking homesteader woman would be attractive to buyers. With the children it does show homestead life as successful for women to raise a family and he was one of that generation but perhaps when he grew up the raw challenge of the pioneer homesteaders was not there. The picture does show a sod house and a timber house which charts the change in life on the Plains and the improvement domestically for women.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

1 (e) Why did homesteaders settle on the Great Plains?

[10 marks]

Target: An understanding and evaluation of causation (AO1 5 marks, AO2 5 marks)

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

Level 1: Answers that provide general statements, describe single factors or factual details of why white people settled onto the Great Plains **1-2**

Eg the homesteaders settled there because they wanted the cheap or free land.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Answers that comment briefly on several factors, to do with why white people settled on the Great Plains **3-5**

Eg the reasons why white people settled are many. The West offered relative cheap land. There was overcrowding in the eastern cities, there was unemployment. Many people thought it was a paradise out west.

OR

Answers that identify and explain one factor, in depth to do with why white people settled on the Great Plains

Eg they believed in Manifest Destiny which was the belief that God intended the whites to take over the Plains and use it for farming. The Indians appeared to be wasting the land that could be farmed. The way to fulfil their destiny was to flood the plains with people and let them know they were doing God's will. They believed they were civilising. Many pictures expressed this idea.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Answers that recognise and explain several factors to do with why white people settled on the Great Plains in specific detail **6-8**

Eg Manifest Destiny was a powerful element in making people go west. They thought they were doing God's work using the Plains for farming. Many pictures reinforced the idea and expressed the belief that the Indians were wasting the land. They believed they were civilising. However there were many reasons why homesteaders went there. The lure of the cheap land in the West was great when there was overcrowding in the eastern cities. Also there was unemployment and wage cuts of 40% in the east. Many people thought it was a paradise out west. So there was a mixture of push and pull.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Answers that develop out of Level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved or provide details of the links between factors **9-10**

Eg the fact that technology enabled them to overcome the harshness of the environment was a contributory factor because they knew it could work.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

2 (a)	What was important about the role of women in Plains Indians' society?	[4 marks]
Target:	Understanding of the key features of the period (AO1, 2 marks AO2 2 marks)	
	Students either submit no evidence or fail to address the question.	0
Level 1:	Explanation shows recognition and simple understanding of the key feature mentioned in the question Answers will show simple recognition of the roles of men and women in Plains Indians' society	1-2
	Eg the women and men did different jobs. The women cooked and the men hunted.	
Level 2:	Explanation shows understanding in a broader context of the period Answers will show knowledge of some distinctive features of the role of women in Plains Indians' society	3-4
	Eg the separation of roles was very important to the survival of the Indians because it meant that their labour was used very efficiently. Women prepared food and clothing and raised the children. Polygamy was important because it meant that spare women would not be wasted.	

2 (b) Study **Source F** in the Sources Booklet.

Using **Source F** and **your knowledge**, explain how the Plains Indians' ideas of bravery and warfare were different from those of white people.

[8 marks]

Target: Understanding of the key features of the period (AO13 marks, AO2 3 marks, AO3 2 marks)

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

Level 1: Discusses the source only OR Describes the Indians' idea of bravery and warfare and those of the whites **1-2**

Eg the Indians would touch people rather than risk a fight in which they could be killed.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Considers a singular cause (probably based upon the source provided) and/or mentions other aspects related to the Indians' idea of bravery and warfare and those of the whites **3-5**

Eg the whites did not like the fact that the Indians would not face up to their armies and fight a pitched battle. The whites thought that fighting a battle face to face was honourable and gentlemanly. The Indians were different, they only fought when they calculated the odds of winning were superior. They preferred ambushes and stealthy attacks which the whites thought cowardly.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Explains more than one cause related to the Indians' idea of bravery and warfare and those of the whites. At this level responses will explain more than one or two aspects apart from those suggested in the source provided **6-8**

Eg the whites believed soldiers who gave their lives in battle were heroes if they died for a cause. The Indians had a different idea, they considered such loss of life a waste and warriors who did so were fools. The Indians' nomadic lifestyle meant that the loss of a hunter put an added burden on the tribe and the possibility that they all might not survive as a result.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

- 2 (c) ‘With their horse-riding skills and the design of the tipi, the Indians were perfectly equipped for life on the Great Plains.’

How far do you agree with this interpretation of why the Indians were successful at living on the Great Plains? Explain your answer.

[12 marks]
[SPaG 4 marks]

Target: Understanding, analysis and evaluation of an interpretation (AO1 2 marks, AO2 2 marks, AO3 8 marks)

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

Level 1: Simple descriptive comment or comments about the interpretation **1-2**

Eg the tipi was a good invention because it was cool in summer and warm in winter.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Identifies or describes different ways in which the issue has been interpreted **3-6**

Eg I disagree because the Indians depended on the buffalo for all their food and clothing. They could not catch it easily without the horse but they could on foot. The tipi enabled them to stay on the Plains in the weather there all year round. Their society gave the Indians a resilience which meant they made the best of everyone’s talents – they each knew what job to do.

OR

Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about

May explain the interpretation on the basis of analysis of:

Eg **transport** – the horse and travois; **material resources** – the buffalo; shelter – the tipi; **social relations** – men and women’s roles; **values and beliefs** – polygamy, young and old, wakan tanka, etc; **government** – chiefs, warriors, councils.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

**Level 3: Answers that explain more than one interpretation in depth
Answers will provide some evaluation of the history on which
the interpretations are based and may assess the validity of the
interpretations and / or explain how the interpretation came
about** **7-10**

Will explain **more than one** interpretation as above:

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

**Level 4: Analyses how and why different interpretations have come
about.** **11-12**

**An analytical answer which clearly links interpretations and/or
reaches a supported judgement about the validity of the
interpretations through the use of historical evidence and/or
context. Answers will emerge out of Level 3**

Eg on balance, the interpretation is valid but omits a vital element. Although the importance of the buffalo was critical to the nomadic lifestyle of the Plains Indians. The Government and army realised that destroying the buffalo would destroy the ability of the Indians to survive on the Plains. The tipi was a brilliant device to provide shelter that suited the climate on the Plains. The horse and the Indians' skills with it improved their ability to hunt and move about. However if there were no buffalo there was no reason to be there as a hunter or move about. Other interpretations of their success are not given enough credit because the whites wanted to portray the Indians as savage, unsophisticated and inhuman but their society and decision-making had evolved to support a nomadic hunter-gatherer existence that made the best use of their labour in a hostile environment and their beliefs were integrated into their natural environment and gave meaning to their existence. This was something that monogamous, white Christians would and could not acknowledge.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

SPaG	Spelling, Punctuation and Grammar	
	Threshold performance	1
	Students 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.	
	Intermediate performance	2-3
	Students 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.	
	High performance	4
	Students 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.	

3 (a) Why was the Texas Longhorn important?

[4 marks]

**Target: Understanding of the key features of the period
(AO1 2 marks, AO2 2 marks)**

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

Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question **1-2**

Answers will show simple recognition of the Texas Longhorn.

Eg the Texas Longhorn was a type of cow with a tough skin and the males had huge horns up to 1.5 metres wide.

Level 2: Explanation shows understanding in a broader context of the period **3-4**

Answers will show knowledge of some distinctive aspects of the role of the Texas Longhorn.

Eg the Texas Longhorn was important because it was a type of cow with a tough skin and they wandered all over Texas. In the 1850s they provided beef which was a popular food. They carried a tick that gave cattle Texas fever. They were often turned back on Long Drives northwards because they gave other cattle this disease. They made a lot of money if delivered to the railroad for transportation to the big cities of the east.

3 (b) Study **Source G** in the Sources Booklet.

Using **Source G** and **your knowledge**, explain why the work of cowboys was difficult and dangerous.

[8 marks]

**Target: Understanding of the key features of the period
(AO1 3 marks, AO2 3 marks, AO3 2 marks)**

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

**Level 1: Discusses the source only OR
Describes work of cowboys** **1-2**

Eg the cowboys had to round up the cattle, brand them and make sure they did not wander off or run away.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Considers a singular aspect (probably based upon the source offered) and/or mentions other aspects related to why the cowboys work was dangerous and difficult **3-5**

Eg the cows could stampede because of noises in the night or animals attacking. They could run for several miles and at night that could be dangerous. The cowboys tried to turn them round on themselves to wear them out. But if a cowboy fell off his horse, he could be crushed by the cattle.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Explains more than one aspect related to why the cowboys work was dangerous and difficult **6-8**

At this level responses will explain more than one or two aspects apart from those suggested in the source

Eg the cowboy could fall off his horse in a stampede and be crushed. This was especially dangerous at night or over rough ground. Or they might be crushed as they slept. The crossing of rivers could mean the cowboy drowned and there was quicksand. There were attacks by rustlers who stole cattle and killed cow hands. This was true near the cow towns like Abilene when the cowboys were tired after a 1500 km journey.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

- 3 (c) 'It was the completion of the railroad that had the biggest influence on the development of cattle ranching.'

How far do you agree with this interpretation of why cattle ranching changed between 1860 and 1895? Explain your answer.

[12 marks]
[SPaG 4 marks]

Target: Understanding, analysis and evaluation of an interpretation (AO1 2 marks, AO2 2 marks, AO3 8 marks)

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

Level 1: Simple descriptive comment or comments about the interpretation **1-2**

Eg the railroad was completed in 1869. The ranchers put cattle on the railroad wagons and took them to the big cities.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: EITHER **3-6**
Identifies or describes different ways in which the issue has been interpreted

Eg I disagree because the most important thing was the weather. The end of the civil war created all the cattle for cowboys to take on the Long Drives. The railroad just took the cattle to market. The cowboys were important because without them there would be no money. The ranchers often fought with the small ranchers, farmer and homesteader this had an influence on the development of the Plains.

OR

Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about

May explain the interpretation on the basis of analysis of:

Eg the **Weather** – favourable conditions for raising cattle on the Open range. The winter of 1886–1887 and its impact on cattle ranching on the Open Range. **Greed** – the boom/bonanza period 1880–1885. Overstocking the range. Demand in the East. **War** – the end of the American Civil War and the impact on cattle stocks in Texas, leading to the Long Drives. **Technology and the Railroad** – rail transport, cow towns, refrigerated wagons etc. **Pressure on the Range from Homesteaders** – barbed wire and wind pumps etc.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

**Level 3: Answers that explain more than one interpretation in depth
Answers will provide some evaluation of the history on which
the interpretations are based and may assess the validity of the
interpretations and / or explain how the interpretation came
about** **7-10**

Will explain **more than one** interpretation as above.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

**Level 4: Analyses how and why different interpretations have come
about** **11-12**

**An analytical answer which clearly links interpretations and/or
reaches a supported judgement about the validity of the
interpretations through the use of historical evidence and/or
context. Answers will emerge out of Level 3**

Eg the interpretation is valid because the railroad allowed supply to satisfy the demand of the large cities in the East. However the cattle industry had to change because it had to become sustainable and profitable. In the harsh conditions of the weather on the Plains, as the winter of 1886–87 showed, and the pressure on the range of the homesteaders who were moving westwards. Technology in the form of refrigerated railroad carriages for slaughtered meat and the wind pump and barbed wire made the cattle industry more profitable. The pumps allowed small ranches to exist away from natural water courses. The closeness of the railroad allowed a steady supply to be sent to satisfy the demand. However over 50% of each animal was inedible. It would be better if the cattle were slaughtered before transportation. Refrigeration made cattle rearing more profitable after Swift developed an ice box car in the 1890s.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

SPaG	Spelling, Punctuation and Grammar	
	Threshold performance	1
	Students 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.	
	Intermediate performance	2-3
	Students 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.	
	High performance	4
	Students 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.	