

**GCE**

**History A**

Unit **Y246/01**: The USA in the 19th Century: Westward expansion  
and Civil War 1803–c.1890

Advanced Subsidiary GCE **H105**

**Mark Scheme for June 2017**

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View

## MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1*	<p><b>‘The pursuit of resources was the main motivation for settlers to move West in the period 1803 – c.1890.’</b>  <b>How far do you agree?</b></p> <p><b>In arguing that pursuit of resources was the main motivation</b>, answers might consider:</p> <ul style="list-style-type: none"> <li>• Early pioneers engaging in hunting and trapping for the fur trade</li> <li>• The discovery of mineral resources and the growth of mining.</li> <li>• The discovery of gold; the ‘gold rush’.</li> <li>• The desire to obtain &amp; develop land for farming and cattle.</li> <li>• ‘Push’ factors relating to lack of resources in the East, including land hunger and lack of resources.</li> </ul> <p><b>In arguing that other motivations were more significant</b> answers might consider:</p> <ul style="list-style-type: none"> <li>• Ideological motivations, such as ‘Manifest Destiny’.</li> <li>• Religious motivations, such as the desire to escape religious persecution, the desire to spread Christianity across the continent and the desire to set up independent religious communities (for example, the Mormons).</li> <li>• Social motivations, such as the desire for greater freedom and independence or the desire to assert Anglo-Saxon culture on native peoples and people of Hispanic origin.</li> <li>• Other economic motivations might be cited, such as a lack of employment opportunity in the East</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to the relative importance of the motivations.</li> <li>• At level 5 answers might establish criteria against which to judge the relative importance of the motivations.</li> <li>• To be valid, judgements must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

2.*	<p><b>Assess the reasons why attempts at compromise between North and South failed after the election of Lincoln in 1860.</b></p> <p><b>Answers might consider the actions of the South,</b> for example:</p> <ul style="list-style-type: none"> <li>• The decision of South Carolina to secede from the Union within weeks of Lincoln's election, and the actions of leading politicians in the State in persuading other Southern states to reject attempts at compromise.</li> <li>• The actions of other Southern states in rejecting attempts at compromise and choosing an early secession from the Union.</li> <li>• The role of popular sentiment in the South, for example the importance of conventions in pushing for secession.</li> <li>• The creation of the Confederacy in February 1861 and Davis' calls for Confederate independence to be respected.</li> <li>• A lack of understanding in the South of Northern and Republican views and their likely response to secession.</li> </ul> <p><b>In assessing other reasons,</b> answers might consider:</p> <ul style="list-style-type: none"> <li>• The severity of sectional tension by the point of Lincoln's election, making successful compromise unlikely from the outset.</li> <li>• The inactivity of President James Buchanan during the 'lame duck' period following the election.</li> <li>• The role of Lincoln and the Republicans and their unwillingness to engage with congressional attempts at compromise, particularly the Crittenden proposals of December 1860.</li> <li>• The weaknesses of other attempts at compromise, such as the Washington Peace Convention of February 1861.</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to the relative importance of the reasons.</li> <li>• At level 5 answers might establish criteria against which to judge the relative importance of the reasons.</li> <li>• To be valid, judgements must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
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3.		<p><b>Read the interpretation and then answer the question that follows:</b></p> <p><b>‘For the South the decade of the 1850s began well... the Compromise of 1850 worked in their favour.’</b></p> <p><b>From: P. Johnson, A History of the American People (1997)</b></p> <p><b>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</b></p> <p>The historical debate centres on the differences between North and South, namely the status and position of the South in relation to the North in 1850, the start of the period being examined. It specifically focuses on the Compromise of 1850 and the extent to which this benefited the South.</p> <p>In analysing and evaluating the strengths and weaknesses of the interpretation, answers might consider that the interpretation argues that the South was in a strong position in 1850 and that the Compromise of 1850 was favourable to them – thus implying it was less favourable to the North.</p> <p><b>In analysing and evaluating the strengths of the given interpretation,</b> answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The strong economic position of the South in 1850</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation.</li> <li>• Candidates must refer to at least one other interpretation. The quality of analysis and evaluation of the interpretations should be considered when assigning answers to a level, not the quantity of other interpretations included in the answer.</li> <li>• Other interpretations considered as part of evaluation and analysis do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate’s own viewpoint.</li> <li>• Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however for level 5 there should be well supported evaluation of both and for level 4 supported evaluation of both, in line with levels descriptors.</li> <li>• Candidates are not required to construct their own interpretation.</li> </ul>

		<p>due to 'King Cotton'.</p> <ul style="list-style-type: none"> <li>• The entrenched nature of the slave system, the lack of impact of abolitionism in the South by 1850 and the Missouri Compromise, which allowed slavery in states below the 36-30 line.</li> <li>• Federal Government support for the acquisition of new territories from Mexico which were suited to slave agriculture and the formation, under the Compromise of 1850, of two new large territories (New Mexico and Utah) where slavery would not be restricted.</li> <li>• The creation of a more stringent Fugitive Slave Law as part of the Compromise.</li> <li>• The Compromise's promotion of Popular Sovereignty which, due to its enabling settlers to vote a state slave or free, should theoretically allow other new territories suitable for slave agriculture to be opening up for slavery in the future.</li> <li>• The nature of the Compromise as promoting states' rights through popular sovereignty, a key concern of the South.</li> </ul> <p><b>In analysing and evaluating the weaknesses of the given interpretation,</b> answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Economic weaknesses of the South, particularly in the 'Old South' states such as South Carolina, compared to the economic growth and industrialisation of the North.</li> <li>• Increasing political challenges to slavery, for example the prohibition of slavery in new territories which lay above the 36-30 line and the huge controversy which developed over the admission into the Union of new territories gained from Mexico.</li> <li>• Concerns of the South over the growing encroachment of Federal Government authority over states' rights.</li> </ul>		
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