

GCE

History A

Y216/01: The USA in the 19th century: Westward expansion
and Civil War 1803-c.1890

Advanced GCE

Mark Scheme for June 2019

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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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1. Here is the mark scheme for this question paper.

MARK SCHEME

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>Which of the following was a more significant reason for the victory of the Union in the Civil War?</p> <p>(i) The leadership of Abraham Lincoln (ii) Union resources</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with the leadership of Abraham Lincoln answers might consider his military leadership and his relations with other senior military commanders. • Answers might consider his intervention to create a war economy and introduce conscription to meet the demands of war. • Answers might consider his political leadership and decision making, for example his choice of cabinet members or his decision to issue the Emancipation Proclamation in 1863. • In dealing with Union access to resources answers might consider the superior industrial capacity of the Union. • Answers might consider the relative weakness of the Confederacy in terms of industrial and economic resources as compared to the Union. • Answers might consider the much larger population of the North which meant that at the height of hostilities the Union army outnumbered the Confederate army 2:1. 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to the reasons for Union victory in the Civil War. • Answers may deal with each factor in turn, then compare them to reach a judgement, or make take a continually comparative approach. Either approach is acceptable. • 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 marks scheme.
1	(b)*	<p>How important was the Federal Government in the westward expansion of the USA 1803-c.1890?</p>	20	<ul style="list-style-type: none"> • No set answer is expected.

		<p>In arguing that the Federal Government was a significant factor in Westward Expansion, answers might consider:</p> <ul style="list-style-type: none"> • The importance of the Federal Government in acquiring new territory and in sponsoring its exploration, mapping and opening up to settlement. • The role the Federal Government played in encouraging the development of improved transportation and communication networks. • The importance of Federal Government legislation such as the Homestead or Morrill Acts (1862) in opening up the West. <p>In arguing that other factors were more significant, answers might consider:</p> <ul style="list-style-type: none"> • The decisions and actions of individual groups of settlers, such as fur trappers, traders, religious groups, missionaries, miners, farmers etc. • The natural resources and land of the West, which served as a major ‘pull’ factor for settlement. • The influence of private companies, for example in developing railroads. • Ideological factors - the ideal of ‘Manifest Destiny’. 		<ul style="list-style-type: none"> • At higher levels candidates will focus on ‘How important’, but at Level 4 may simply list the factors. • At Level 5 and above there will be judgement as to the extent of importance. • At higher levels candidates might establish criteria against which to judge importance. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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.
2	(a)	<p>Which of the following was a more significant reason for the destruction of Native American societies in the years 1803-1890?</p> <p>(i) The policies of the Federal Government (ii) The actions of settlers</p> <p>Explain your answer with reference to both (i) and (ii).</p>	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to the destruction of Native American societies in the years 1803-1890. • Answers may deal with each factor in turn, then compare them to reach a judgement, or make take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation, it should only

		<ul style="list-style-type: none"> • In dealing with the policies of the Federal Government, answers might consider the Federal Government’s encouragement of Westward Expansion through the acquisition and sale of land, virtually all of which was already inhabited by Native Americans. • Answers might consider the decision of the Federal Government to relocate Native Americans off tribal lands and confine them to Reservations, pursuing Americanisation and sanctioning war. • Answers might consider occasions on which the Federal Government ignored treaties made with Native Americans and, after 1871, its decision to stop negotiating with Native Americans altogether and simply impose its decisions on them. • In dealing with the actions of settlers, answers might consider the violence perpetrated by settlers against Native Americans in an attempt to seize their land, for example in the ‘Indian Wars’. • Answers might consider the hunting of the buffalo to extinction. • Answers might consider the refusal of many settlers to observe treaties agreed between Native Americans and the Federal Government, for example in seeking gold in the Black Hills of Dakota in violation of a treaty with the Sioux. 		<p>be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels marks scheme.</p>
2.	(b)*	<p>‘The main reason the Southern states seceded from the Union in 1861 was the election of Abraham Lincoln.’ How far do you agree?</p> <p>In arguing that the election of Lincoln was the main reason, answers might consider:</p> <ul style="list-style-type: none"> • As the leader of an exclusively Northern party, who did not even run in the South, the Southern 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘how far’, but at Level 4 may simply list the reasons. • At Level 5 and above there will be judgement as to the extent of agreement. • At higher levels candidates might establish criteria against which to judge reasons. • To be valid judgements, claims must be supported by

		<p>states did not believe that Lincoln was a legitimate President.</p> <ul style="list-style-type: none"> Lincoln’s ‘free soil’ position, opposing the expansion of slavery into new territories, was anathema to many people in the South. The Southern states were fearful that Lincoln intended to abolish slavery and even to subvert the traditional social order by provoking a ‘race war’. <p>In arguing that other reasons were more important, answers might consider:</p> <ul style="list-style-type: none"> Serious sectional tensions between North and South predated the election of Lincoln and had been worsening throughout the 1850s after a series of disputes, mainly over the question of the expansion of slavery. Tensions were already at an extremely high level on the eve of the election after John Brown’s raid on Harper’s Ferry, and talk of secession had already begun. The failure to find a compromise or to reassure the South in the period between Lincoln’s election and the secession of South Carolina from the Union. The actions of radical Southern ‘fire-eaters’ in promoting and encouraging secession. 		<p>relevant and accurate material. If not, they are assertions.</p> <ul style="list-style-type: none"> 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.
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