



Pearson
Edexcel

GCSE (9–1) History

Exemplars
Summer 2019

Paper 2 Booklet P

P3 The American
West, c1835–c1895

P4 Superpower
relations and the
Cold War, 1941–91







Contents

Introduction	Page 5
Question 1	Page 7
Question 2	Page 11
Question 3	Page 17





Introduction

This exemplar booklet has been created using student responses from the summer 2019 examination in GCSE History Paper 2. This booklet covers:

- Period study P3 The American West, c1835–c1895
- Period study P4 Superpower relations and the Cold War, 1941–91.

The answers and examiner commentaries in this guide can be used to show the application of the mark schemes in the GCSE History assessment.

Paper 2 is divided into two booklets:

- Booklet P – Period study – Q1–3
- Booklet B – British depth study – Q1(a)–(c).

The examination paper:

- is 1 hour and 45 minutes in duration.
- is marked out of 64 marks with 32 marks available per option.
- is worth 40% of the qualification.
- covers AO1 and AO2.

The structure of the question paper is as follows:

	Total marks	AO	Question description	Example question stem
Booklet P: Period study				
1	8	AO1 AO2	Explanation of consequences	Explain two consequences of...
2	8	AO1 AO2	Writing an analytical narrative	Write a narrative account analysing... You may use the following in your answer. <i>+ two stimulus points</i>
3	16	AO1 AO2	Explanation of importance	Explain two of the following: The importance of...
Booklet B: British depth study				
1(a)	4	AO1	Description of key features	Describe two features of...
1(b)	12	AO1 AO2	Explanation of causation	Explain why... You may use the following in your answer. <i>+ two stimulus points</i>
1(c)	16	AO1 AO2	Judgement relating to one of the following: causation, consequence, change, continuity, significance, similarity and difference	['Statement.'] How far do you agree? Explain your answer. You may use the following in your answer. <i>+ two stimulus points</i>



The Period study and British depth study are worth 32 marks each, so students may wish to allocate 50 minutes for each area of study and five minutes to check their responses.

The question papers provide answer spaces to give guidance as to the maximum length of response that might be expected (although candidates may use more space).

In Booklet P, structured space is provided for Q1, and stimulus points are provided for Q2 to help candidates to link the question asked with the material they have studied. However, students do not have to use the stimulus material provided.

The question papers, mark schemes and examiner reports for Booklet P for this series can be found on the Edexcel website [here](#).

Assessment Objectives

NB: AO3 and AO4 do not appear on Paper 2.

AO1 35%	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
AO2 35%	Explain and analyse historical events and periods studied using second-order historical concepts*.
AO3 15%	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
AO4 15%	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

The average marks on each question across the five options was:

	Total	P1	P2	P3	P4	P5
Q1	8	4.26	2.71	2.39	4.01	3.19
Q2	8	4.08	2.71	2.60	3.92	4.02
Q3ans1	8	3.60	2.59	3.32	3.94	4.03
Q3ans2	8	3.40	2.29	2.85	3.41	3.35
Total	32	15.34	10.30	11.16	15.28	14.59



Question 1

This question focuses on **consequence** – what happened as a result of something that occurred.

Candidates are required to explain two valid consequences, giving equal attention to both. 4 marks are available per consequence and AO1 and AO2 are tested.

The examples given are from P4 Superpower Relations and the Cold War.

Question:

- 1 Explain **two** consequences of the Cuban Revolution.

Mark scheme for Question 1:

Question		
1		<p>Explain two consequences of the Cuban Revolution.</p> <p>Target: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 4 marks.</p> <p>AO1: 4 marks.</p> <p>NB mark each consequence separately (2 x 4 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • Simple or generalised comment is offered about a consequence. [AO2] • Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–4	<ul style="list-style-type: none"> • Features of the period are analysed to explain a consequence. [AO2] • Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • It led to many Cubans fleeing to the USA and campaigning for the US government to overthrow Castro. • Castro took over US businesses and property and in retaliation the USA stopped imports of Cuban sugar. • Castro asked the USSR for help and Khrushchev responded with economic aid, military equipment and technical advisors to Cuba. • The USA's concerns at Soviet support for Cuba led to the Bay of Pigs incident in an attempt to remove Castro from power. 		



Response A

Superpower Relations and the Cold War, 1941-91

Answer ALL questions in this booklet.

1 Explain **two** consequences of the Cuban Revolution.

Consequence 1

The 1st consequence of the Cuban Revolution was that America refused to trade with the ~~USA~~ Cubans because they were Communist. This led to there being lots of Cuban exiles moving to America as they were starving because Cuba didn't have enough to support itself. This is when Russia started to trade with Cuba.

Consequence 2

Another consequence of the Cuban revolution was the Bay of Pigs disaster where America trained Cuban exiles in secret to go back to Cuba and overthrow Castro. But when the Cubans went to land on the Bay of Pigs the Cuban army was waiting and stopped the counter-revolution in its tracks.



Examiner Commentary:

This response was awarded Level 2, 6 marks

Both of the consequences were Level 2 for AO2 with some features of the period used to explain consequences. For example, in the first consequence the American refusal to trade and in the second consequence the Bay of Pigs attempt to overthrow Castro. However, both are weak within Level 2.

The AO1 for Consequence 1 is Level 1 as it does give relevant knowledge about the topic, but the understanding of the period is limited. The AO1 for Consequence 2 is Level 2 because it has sufficient information about the topic, but the connection to the Cuban Revolution is not entirely clear.

'Best-fit' means that both consequences were awarded low Level 2 - 3 marks. Therefore, this was awarded 6 marks in total.

For an example of an 8-mark response where AO2 and AO1 are fully met, please see the Examiner Report for Period Study P4, pp.4–5 ([here](#)).



Response B

Answer ALL questions in this booklet.

1 Explain **two** consequences of the Cuban Revolution.

Consequence 1

one consequence of the Cuban Revolution is that no one trusted each other, ~~thus~~ this then led countries to be more paranoid to expect the unknown but also the known.

Consequence 2

Another consequence is that it would increase tension so the cold war would go on for longer with more missiles and tanks etc.

Examiner commentary:

This response was awarded Level 1, 2 marks

Both of these responses were awarded 1 mark each for AO2 and 0 marks for AO1.

Two vague consequences in relation to Cold War tensions are given, but with little clear link to the Cuban Revolution, e.g. 'no one trusted each other' and 'increase in tension'.

Therefore, overall this response was awarded Level 1 – 2 marks.



Question 2

Question 2 focuses on analytical narrative. The analytical narrative will always focus on a period containing events or ideas that can be perceived as a sequence; this could cover a number of years or a much shorter period. Candidates should be clear about the time span of the question to ensure they cover an acceptable range and what it is the narrative is designed to analyse.

The stimulus points may be chosen to prompt coverage of the chronology or key features of the narrative, acting as useful reminders to candidates of signposts along the narrative. They do not need to use these stimulus points, but they are expected to develop three aspects of content to reach the top of Level 2 and to access Level 3.

Levels are awarded for both AO2 (analysis of second-order concepts) and AO1 (knowledge and understanding). A 'best-fit' mark is awarded for the answer as a whole.

It is vital that candidates understand the narrative concept, with the sense of a beginning, development and end, rather than produce three paragraphs which do not directly link. Candidates should not only describe what happened, but also find connections and make sense of events so that there is analysis of *why* events unfolded in the way that they did (causation, consequence and change).

The examples given are from P4 Superpower Relations and the Cold War.

Question:

2 Write a narrative account analysing the key events of the Hungarian Uprising in 1956.

(8)

You may use the following in your answer:

- Imre Nagy
- Soviet tanks

You **must** also use information of your own.



Mark Scheme for Question 2:

Question		
2		<p>Write a narrative account analysing the key events of the Hungarian Uprising in 1956.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Imre Nagy • Soviet tanks <p>You must also use information of your own.</p> </div> <p>Target: Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1]. AO2: 4 marks. AO1: 4 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2] • Limited knowledge and understanding of the events is shown. [AO1]
2	3–5	<ul style="list-style-type: none"> • A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1] <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	6–8	<ul style="list-style-type: none"> • A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1] <p><i>No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3). Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding. The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- A new government under Nagy began to make plans for changes in Hungary, such as holding free elections and for Hungary to become a neutral state by leaving the Warsaw Pact.
- Workers and students were determined to support Nagy's reforms and tried to occupy Radio Budapest to broadcast their demands but were fired on by police and state security services (AVO).
- Violence spread all over Hungary with the release of political prisoners, the killing of members of the AVO and the destruction of symbols of Soviet authority, e.g. statues of Stalin.
- Khrushchev was not willing for Hungary to leave the Warsaw Pact and sent Soviet troops and tanks into Budapest to crush the uprising.
- Soviet military intervention led to thousands of Hungarian civilians and Soviet soldiers being killed as well as many Hungarians fleeing to Austria.
- To maintain Soviet control anti-Communist activists were arrested and Khrushchev ensured that Hungary's new leader, Kádár, was firmly committed to Hungary remaining within the Warsaw Pact.



Response A:

2 Write a narrative account analysing the key events of the Hungarian Uprising in 1956. (8)

You may use the following in your answer:

- Imre Nagy
- Soviet tanks invasion
- 'de-Stalinisation'

You **must** also use information of your own.

Kruschev appointed Imre Nagy as the president of Hungary ^{in 1956}. Nagy was a more liberal president of whom believed in more personal freedoms than the last leader of Hungary, and as a result of this he ended one party rule in Hungary. Kruschev agreed to overlook this if he managed to control the protests in Hungary, although Kruschev was not too happy about the situation. Nagy however did not conform to this and announced his want to leave the Warsaw pact - resulting in ~~crisis~~ Kruschev being extremely angry.

After Imre Nagy announced his one-party rule, anti-communist revolts ~~starting~~ started to emerge in a period of 'de-Stalinisation'. During this period ~~few~~ protests were common and a statue of Stalin was knocked down by the public, the public were doing this because they wanted to be freed from the harm dictatorship of being ~~is~~ a Soviet satellite state.



After both 'destalinisation' and Nagy announcing his want to leave the Warsaw pact, set up in 1955, Khrushchev decided to take action with a Soviet invasion in Hungary. 200,000 Soviet troops were sent into Hungary to fight resulting in 5,000 Hungarians killed and 1,000 Soviet troops killed. Nagy was ~~executed and~~ ~~executed~~ executed and his team deported, and Khrushchev used this win as a symbol of what would happen if other Soviet satellite states wanted to leave the Warsaw pact. After the Soviet invasion also it put Khrushchev in a stronger position than the USA as after the USA's funding to help Hungary they were defeated causing Kennedy to appear weaker.

Examiner Commentary:

This response was awarded Level 3 – 8 marks

This was awarded Level 3 for AO2, as a narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them.

For AO1, accurate and relevant information is included showing good knowledge and understanding (Level 3), for example, 'wanting to end party rule' and 'destalinisation'.

Although there are some inaccuracies toward the end of the response, sufficient secure information at Level 3 has been provided to enable the response to achieve full marks.



Response B:

2 Write a narrative account analysing the key events of the Hungarian Uprising in 1956. (8)

You may use the following in your answer:

- Imre Nagy
- Soviet tanks

You **must** also use information of your own.

Hungary tried to rise up against communism as Imre Nagy had had enough with their soviet rules.

Nagy tried to get Hungary out of the Warsaw pact by rebelling, but Russia essentially laughed at Hungary as it had no military force behind it compared to Russia (are god the sup powers)

Russia eventually drove 20,000 tanks into the heart of Hungary, taking any rebels and causing Nagy many death he did not have, eventually crushing the ~~rebel~~ ^{uprising} state, this proved as an example to all of the other satellite states, ~~press~~ keep enforcing communism, do not break the Warsaw pact.



Examiner commentary:

This response was awarded Level 2 – 4 marks

This was awarded Level 2 for both AO2 and AO1, but both elements have some limitations.

A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. Accurate and relevant information is added showing some knowledge and understanding, for example, trying to 'get out of the Warsaw Pact' and the number of tanks to enter Hungary.

The response is mainly focused on evidence suggested by the stimulus points. Therefore, this was awarded mid-Level 2 – 4 marks.



Question 3

Question 3 requires candidates to analyse the importance of an event/person/development targeting the second-order concepts of consequence and significance.

The question focuses on what difference the event/person/development made in relation to situations and unfolding developments; the importance of x for y . This difference can be positive or negative.

This question tests AO1 and AO2. Levels are awarded for both AO2 (analysis of second-order concepts; consequence/significance) and AO1 (knowledge and understanding). A 'best-fit' mark is awarded for the answer as a whole.

Candidates have to answer two out of the three bullets; with each being marked out of 8.

The examples given are from P3 The American West.

Question:

3 Explain **two** of the following:

- The importance of changes in ranching for the cowboys' way of life. (8)
- The importance of the Exoduster movement (1879) for the growth of settlement. (8)
- The importance of the extermination of the buffalo for the Plains Indians' way of life. (8)

(Total for Question 3 = 16 marks)



Mark Scheme for Question 3:

Question		
3		<p>Explain two of the following:</p> <ul style="list-style-type: none"> • The importance of changes in ranching for the cowboys' way of life. • The importance of the Exoduster movement (1879) for the growth of settlement. • The importance of the extermination of the buffalo for the Plains Indians' way of life. <p>Target: Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 8 marks. AO1: 8 marks. NB mark each part of the answer separately (2 x 8 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • A simple or generalised answer is given, showing limited development and organisation of material. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	3–5	<ul style="list-style-type: none"> • An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]
3	6–8	<ul style="list-style-type: none"> • An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

The importance of changes in ranching for the cowboys' way of life

Relevant points may include:

- The use of barbed wire to fence ranches meant fewer cowboys were needed, which led to a decline in the traditional way of life for cowboys.
- The end of the open range meant the work of the cowboys, which required them to 'ride the line', became more mundane and predictable.
- The establishment of fenced ranches meant lives for the cowboys became more comfortable with bunkhouses instead of sleeping in the open.
- Living on ranches meant cowboys had to live according to strict rules of the ranch, which could include no drinking or gambling.



The importance of the Exoduster movement (1879) for the growth of settlement

Relevant points may include:

- The Exoduster movement led to an increase in black settlement, including the all-black settlement of Nicodemus, founded in Kansas.
- The advertisement by individuals, e.g. Benjamin Singleton, of the benefits of a new life in the West for African Americans, saw a growth in settlement.
- The Exoduster movement saw former slaves escaping ex-slave states and wanting to settle in the 'free state' of Kansas in order to gain personal security, economic stability and a life of freedom.
- The first general migration of African Americans after the Civil War came about due to a rumour in 1879 that the government of Kansas would provide free land.

The importance of the extermination of the buffalo for the Plains Indians' way of life

Relevant points may include:

- Plains Indians' nomadic life relied on the buffalo for survival and they had no choice but to move onto reservations to survive via farming when the buffalo were nearly wiped out.
- The extermination of the buffalo allowed the US government to keep the Plains Indians within the reservations, as the right to leave the reservations was dependent upon having buffalo to hunt.
- Without the opportunity to hunt, the traditional role of the warrior was not possible and led to the demoralisation of the Plains Indians.
- The Plains Indians became dependent upon US government handouts which could be used as a method of controlling any resistance.



Response A:

Indicate which part you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

- The importance of changes in ranching for the cowboys' way of life.
- The importance of the Exoduster movement (1879) for the growth of settlement.
- The importance of the extermination of the buffalo for the Plains Indians' way of life.

One reason changes in ranching were important for the cowboys way of life were because they meant the type of work cowboys did altered quite significantly. Previously the round-up, branding and long drive had taken up ~~covered~~ the majority of the cowboys workload but once closed ranches on the Plains became more common ~~after~~ ~~the 1888~~ 1887 the drive only took a few days meaning the majority of the time cowboys ~~did~~ maintenance jobs ^{like} fence mending or looked after the cattle making sure none were sick and checking water and grass sources. This meant fewer cowboys were needed so their numbers massively declined and the jobs became less popular due to ~~an~~ increase in strict rules. This ~~was~~ ~~i~~ demonstrated that the changes to ranching were important for the cowboys' way of life as the previous way cowboys had acted and were perceived no longer existed and their ~~pop~~ purpose as it was in the open ranges had completely changed.

Furthermore, another reason changes in ranching were



important for the cowboy's way of life was because their free-time also changed entirely. After a long-drive had been completed and the cowboys were in a social environment - newly paid - after many months drinking, prostitution, gambling and violence would often occur with the cowboys heading saloons and the hotels amongst them. However, in closed ranges the cowboys lived in bunkhouses year round which often had thin walls and lots of lice where gambling, drinking and firearms were banned meaning their more dangerous, violent and sometimes illegal habits had to be curbed. This was important as it ~~red~~ changed the image of a cowboy making the job seem less glamorous and desirable but also helped ~~less~~ ~~and~~ ~~not~~ reduce lawlessness in popular cattle ranching regions making it easier for a more uniform system to emerge.

Examiner commentary:

This response was awarded Level 3 – 8 marks

An explanation is given, showing analysis of the importance of changes in ranching to the cowboys' way of life. The response shows a line of reasoning that is logical in analysing the impact of the change. Therefore, this was Level 3 for AO2.

The accurate and relevant information provided shows good knowledge and understanding, making this also Level 3 for AO1.

Therefore, both AOs are secure in Level 3 and this was awarded Level 3, 8 marks.



Response B:

Indicate which part you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

- The importance of changes in ranching for the cowboys' way of life. looked calmer hands 2:05
- The importance of the Exoduster movement (1879) for the growth of settlement. 3000 2:20
- The importance of the extermination of the buffalo for the Plains Indians' way of life. no long drive

Changes in ranching was important for the cowboys' way of life because closed ranges meant there was no long drive or round up anymore. This meant cowboys had to do more hardy jobs around the range ranches like building fences, milking and feeding the cattle. This meant cowboys led more calm & stable lifestyles.

Changes in ranching was important for the cowboy way of life because they had less chance to ~~cause~~ cause problem in towns such as abeline. On the closed ranges, cowboys were ~~normally~~ strictly from drinking and gambling. This was important because



They had less time to
break the law by fighting or
drunken disorderly.

Examiner Commentary:

This response was awarded Level 2 – 5 marks

An explanation is given with an attempt to analyse the importance of the changes, and some understanding of the impact of change is shown; however, knowledge is not always secure.

Therefore, this is secure Level 2 for both AO2 and AO1 and was awarded 5 marks.



Response C:

- The importance of changes in ranching for the cowboys' way of life.
- The importance of the Exoduster movement (1879) for the growth of settlement.
- The importance of the extermination of the buffalo for the Plains Indians' way of life.

One reason the extermination of the buffalo was important for the Plains Indians' way of life was ~~because~~ because it meant they had to rely on government handouts for food. Indians had used almost every part of the buffalo to survive and so ~~with~~ with numbers reduced from the millions to 200 by 1885 Plains Indians were starving to death unless they did as the US requested or forced them to do, and moved onto reservations and assimilated. This was important as it completely adapted the Plains Indians way of life to be more like the white settlers and resulted in ~~a~~ loss of independence ~~for~~ for the Indians and ~~a~~ the end of their lifestyle.

Furthermore, another reason the extermination of the buffalo was important for the Plains Indians' way of life was because it meant they had to end their nomadic lifestyle and live like the white settlers. Previously, their ^{lives} life had rotated around chasing buffalo ~~a~~ in the Summer and Autumn months and hence the nomadic life was necessary, but once they were moved onto reservations it was harder to hunt



and when buffalo numbers reduced so drastically it meant the only way to survive was to rely on the government. The government made the 1887 Dawes Act meaning Indians could be given a Homestead to farm as white people ~~are~~ were pressuring the government into giving less assistance to ~~the~~ the Plains Indians. This meant their way of life changed further as they had to learn farming and live in family units rather than bands meaning they were also de-skilled. This was important as it resulted in the end of the Plains Indians' way of life forever and meant the US had fully owned all areas in America and so in 1890 the permanent frontier was closed and expansion complete.

Examiner Commentary:

This response was awarded Level 3 – 8 marks

An explanation is given, showing analysis of importance of the extermination of the buffalo for the Plains Indians' way of life. The response shows a line of reasoning that is logical and coherent. Therefore, this was Level 3 for AO2.

The accurate and relevant information provided shows good knowledge and understanding, making this also Level 3 for AO1.

Therefore, this was awarded Level 3 – 8 marks.



Response D:

- The importance of changes in ranching for the cowboys' way of life.
- The importance of the Exoduster movement (1879) for the growth of settlement.
- The importance of the extermination of the buffalo for the Plains Indians' way of life.

The US government wanted to get rid of the plains Indians because of their lifestyle and how it interfered with the whites. The US government started to exterminate the buffalos because without ~~them~~ them the Plains Indians couldn't live their nomadic lifestyle. This meant that the Indians were forced to live on reservations to survive and get food from the US government. This was important because ~~for the whites~~ it kept Indians under government control so therefore the whites could control them even more.

The whites wanted to get rid of the Plains Indians lifestyle of being nomadic as again it interfered with white settlers. ~~By~~ By exterminating the



Examiner commentary:

This response was awarded Level 2 – 4 marks.

An explanation is given, with some attempt to analyse the importance of the changes to the way of life of the Plains Indians and some understanding of the period.

However, in contrast to the Level 3 response above, the impact of the US government policy is more the focus than the link between the extermination of the buffalo and the Plains' Indians way of life.

This was awarded a mid-Level 2 for both AO2 and AO1 and was, therefore, awarded mid-Level 2 – 4 marks.