



GCSE (9-1)

History-

Paper 2 - The American
West (1HI0/24/25)
exemplar pack

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Introduction

This exemplar booklet has been created using student responses from the exam paper in GCSE History paper 2 – Period study with British depth options. The specific paper covered here is (1HI0/24/25), American West. The answers and examiner commentaries in this guide can be used to show the application of the mark schemes in the GCSE History assessment

The exam duration is 1 hour and 45 minutes. The paper is marked out of 64 marks and is worth 40% of the qualification. *The examination paper for 2018 was divided into section A (Q1-3) – Period study and section B (Q4-5) – British depth study. This exemplar book will **only** focus on section A - Period study which is worth 20% of the final total.

The exam paper covers AO1 and AO2. We also use a mixture of question types, demand levels and response structures throughout our exam papers. The structure of the 2018 question paper was as follows:

	Total marks	Assessment objective	Question description	Example question stem
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...
4/5 (a)	4	AO1	Description of key features	Describe two features of...
4/5 (b)	12	AO1 AO2	Explanation of causation	Explain why... You may use the following in your answer. <i>+ two stimulus points</i>
4/5 (c)	16 + 4 SPaG	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>

These examples are designed to help students engage with what they're being asked to do, but also understand the length and type of answer expected.

The questions provided are 1, 2 and 3 from section A - Period study. The questions are all new question types for the Period study section.

In general, candidates who perform well on this paper are able to demonstrate accurate, relevant knowledge of the topics being examined. When assessing AO1, examiners look for accurate and relevant information that has been precisely selected to show good contextual knowledge. This is characterised by detailed yet succinct responses to the questions set. Content is carefully selected to ensure it provided an insight into the focus of the question, particularly in the narrative account.

*(Please note from summer 2019 onwards, Paper 2 will be split into two separate question-and-answer booklets: the Period study (booklet P), and the British depth study (booklet B). Students will only be provided with questions for the topics they have studied. You can find out more here.

Section A – Period Study

Question1

Question

1 Explain **two** consequences of the Gold Rush (1849) for migration.

Mark Scheme

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]

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.

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:

- The desire to get rich quickly acted as a 'pull' factor encouraging over 40,000 people to cross the Great Plains.
- San Francisco was transformed from a small settlement into a city by the number of miners arriving and settling.
- The need to provide services to miners led to increased migration and the founding of mining towns, such as Virginia City.
- Large numbers of people from around the world heading to California resulted in the non-Native American population rising to approximately 225,000.

Comments on Question Type

Question 1 focuses on the second order concept of consequence. It requires candidates to explain two valid consequences of an event or development. There are 4 marks available for each consequence; the AO2 strand of the mark scheme rewards the analysis and explanation of consequence while the AO1 strand rewards specific supporting information showing good knowledge and understanding (AO1). There are 4 marks for each consequence so they should be given equal attention by the candidate.

Candidate answers to question 1

Response 1

1 Explain **two** consequences of the Gold Rush (1849) for migration.

Consequence 1:

A lot more settlers who were moving into the west as they saw it as an opportunity.

Consequence 2:

There was more conflict with the natives over land.

Examiner Comments

This response was awarded Level 1, 2 marks.

For the first part of the answer, the candidate has provided a simple statement about consequence with the phrase "moving to the West", but has offered no explanation of this, meaning this answer fits into Level 1 of the AO2 strand of the mark scheme. There is no knowledge demonstrated to support this simple statement which means there is no mark for the AO1 strand of the mark scheme. This means that a 'best fit' mark for the first answer is a low level 1.

The second consequence again provides a simple statement in the form of the term 'conflict' with no explanation and again no knowledge offered in support. Hence the second consequence is also a low level 1. Therefore overall the candidate has received 2 marks out of a possible 8.

Response 2

1 Explain **two** consequences of the Gold Rush (1849) for migration.

Consequence 1:

One consequence of the Californian Gold Rush (1849) was that there was ~~more~~ a rapid increase for migration and settlement. This mass movement resulted in population booms in California and led to the deterioration of law and order as the government couldn't enforce law systems effectively with the rapid rate of migration. This led to the development of ~~the~~ high crime rates due to claim jumping and shootings - and this further resulted in the creation of vigilante groups to deal with the crime unofficially because the government couldn't provide sufficient law enforcing officers across the whole of the Plains.

Consequence 2:

Another consequence of the Californian Gold Rush 1849 was that because many prospectors weren't lucky in finding gold, they began to do other jobs instead. This required employment for shops, bars and cafes. This encouraged more migration from the North East to the West, and this contributed to the development of mining towns. This increasing development grew around the mining towns, as these towns expanded out into the ~~the~~ Great Plains. This

means that the ~~the~~ Plains Indians have less land available to them, making them feel angry towards the government, who said the land was theirs, yet aren't doing anything to stop this growth.

(Total for Question 1 = 8 marks)

Examiner Comments

This response was awarded Level 2, 8 marks.

The candidate has provided two distinct consequences of the Gold Rush, both of which are explained. For the first part of the response the consequence is clearly explained with reference to population increase, making the answer fit Level 2 for the AO2 strand of the mark scheme. Detailed specific information is included to support the comments, making the AO1 strand of the mark scheme also Level 2. In fact, this response has more detail and explanation than is needed, as the candidate could have stopped with the sentence ending 'rapid rate of migration' and still received full marks. Overall, the best fit mark for the first consequence is 4, the top of Level 2.

The AO2 strand of the second consequence is also Level 2 as it is clearly explained, showing how the Gold Rush led to the development of mining towns. It also has good knowledge, fitting the AO1 strand of the mark scheme at level 2. Overall, both strands of the mark scheme are at Level 2 and therefore the mark given was 4, the top of Level 2.

Question 2

Question

- 2 Write a narrative account analysing the key events of the conflict with the Plains Indians in the years 1862-64.

You may use the following in your answer:

- Little Crow
- Colonel Chivington

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

Mark Scheme

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.

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:

- By 1862 the Dakota Sioux tribe, led by Little Crow, was facing starvation due to failed crops and the compensation they had been promised by the government had not arrived.
- Little Crow led an attack on both the Agency responsible for running the reservation (August 1862) and a group of 45 US army soldiers, which ended in defeat.
- Black Kettle, the chief of the Cheyenne, started attacking wagon trains in order to seize food for starving Indians on the Sand Creek reservation in Colorado.
- Following three years of attacks, the government and army commanders reached an agreement to protect the travellers and a camp was set up at Sand Creek, which Black Kettle believed was under US army protection.
- In November 1864, Colonel Chivington led a dawn raid on Sand Creek and massacred approximately 150 men, women and children.
- News of the Sand Creek massacre was carried by Black Kettle to other tribes increasing attacks on white settlers, so the conflict had still not been resolved by the end of 1864.

Comments on Question Type

Question 2 focuses on analytical narrative, in which candidates are expected to write an account that not only describes what happened (AO1), but to also find connections and make sense of events with an analysis of the links (AO2) between events as they unfolded. It is vital they understand the narrative concept, with the sense of a beginning, development and end, rather than produce three paragraphs which do not directly link.

Candidate answers to question 2

Response 1

- 2 Write a narrative account analysing the key events of the conflict with the Plains Indians in the years 1862-64.

You may use the following in your answer: ~~1862~~ - Cheyenne Uprising

- Little Crow
- Sand Creek Massacre (1864)
- Colonel Chivington

~~But not the Cheyenne Uprising~~

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

Little Crow's War in 1862 was as a result of neither the settlers or the Plains Indians sticking to the terms of the Fort Laramie Treaty (1851). This particularly angered the Plains Indians as they were promised \$50,000 of goods every year for 50 years which they were not receiving. This led to ~~the~~ Little Crow's War where the Plains Indians were defeated.

This led to an increase in tensions between the settlers and Plains Indians which consequenced into the ~~Cheyenne Uprising~~.

~~The Cheyenne Uprising was also caused by the settlers not sticking to their promises to the Plains Indians~~

Cheyenne Uprising.

The Cheyenne Uprising was also ~~caused~~ caused by the settlers not sticking ^{by} to their promises to the Plains Indians.

This, once again, led to ~~is increased~~ further increased tensions between the Settlers and Plains Indians which resulted

in the Sand Creek Massacre (1864).

The Sand Creek Massacre was where a number of Sheriffs and officers killed a number of Plains Indians. Many of which were innocent women and children. No one was ~~ever~~ ever charged for this brutal attack and it only worsened the relations between the Settlers and the ~~Indians~~ Plains Indians which then ultimately led to the Red Clouds war which resulted in the 2nd Fort Laramie Treaty and the closure of the Bozeman trail.

Examiner Comments

This response was awarded Level 2, 3 marks.

The candidate has provided a response which offers a limited narrative as events are not in the correct order and there is no real analysis of the links between the events, making the AO2 strand of the mark scheme level 1. There is some knowledge shown which makes the AO1 strand of the mark scheme level 2. Therefore overall, a best fit approach to an answer with Level 1 and Level 2 qualities means that this response is placed at low level 2.

Response 2

In the years before Little Crow's war, gold was discovered in the Rocky Mountains, where the Sioux tribes were. Under the Treaty of Fort Wile the Sioux were moved on to reservations. The Dakota Sioux ^{leader, ~~Black Hawk~~, Little Crow,} ~~were given~~ signed the treaty under the terms that the government would pay them annuities, once they had paid off their debt. In 1862, the Dakota Sioux were struggling to cultivate the ~~poor~~ poor quality land they had been given as reservations. Furthermore, they were struggling to pay off the debt that they were in. As a result, the tribe became very short of money and food, especially as the agencies refused to give them enough food, and what they did receive was often inedible. The Indians became very angry, and attacked the agency warehouses, where they knew that supplies were kept. The raid was led by the dog soldiers and they went on to attack white settlers. The Indians attacking were caught, and 400

found guilty of murder. They were all sentenced to death, but Lincoln insisted only ~~those~~ ^{those} proven to be guilty could be executed.

In the end 38 Indians were killed in history's largest mass hanging.

Also, as a consequence of the Treaty of Fort Wise, came the Sand Creek Massacre. Black Kettle (leader of the Cheyenne and Arapaho) signed the treaty, under the impression that the government would protect them. However,

Chivington and his army rode into the camp at Sand Creek and ~~massacred~~ ^{massacred over} over 120 Indians, keeping body parts as trophies.

At the time, the government was tied up with the civil war, so they quickly agreed to move the survivors onto larger reservations and pay general compensation.

However, once the civil war ended, the government quickly backed out of the agreement.

The tribe was moved onto much smaller reservations, and no compensation was received.

Examiner Comments

This response was awarded Level 3, 8 marks.

The candidate has provided a clear sequence which leads to an outcome, starting with Little Crow's War, how this led to executions and then the Sand Creek Massacre. It uses links between the events with phrases such as "as a result" demonstrating analysis making the AO2 strand of the mark scheme a secure level 3. This is supported with accurate and relevant knowledge, such as the reference to the dog soldiers and the role of Lincoln, making the AO1 strand also level 3. Since both strands are secure Level 3, the top of the level is an appropriate mark.

Question 3

Question

3 Explain **two** of the following:

- The importance of the Plains Indians' beliefs about land and nature for relations between Plains Indians and settlers. (8)
- The importance of The Timber Culture Act (1873) for the settlement of the Plains. (8)
- The importance of the Johnson County War (1892) for relations between homesteaders and cattlemen. (8)

(Total for Question 3 = 16 marks)

Mark Scheme

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 AO1a; 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 the Plains Indians' beliefs about land and nature for relations between Plains Indians and settlers.

Relevant points may include:

- Native Americans believed the land was provided by the Great Spirit to share and could not be owned. This caused tension with settlers who would claim land as their own.
- Plains Indians did not cultivate the land, which led the white settlers to think that the Plains Indians were holding up progress and preventing the settlers from achieving Manifest Destiny.
- Areas such as the Black Hills of South Dakota were deemed sacred. The encroachment of the white settlers was seen as a threat by the Plains Indians.
- The Plains Indians believed nature and animals had spirits and all living things had to be treated with respect. This was not understood by the settlers and led to tension, e.g. buffalo.

The importance of the Timber Culture Act (1873) for the settlement of the Plains.

Relevant points may include:

- The Timber Culture Act allowed settlers to claim 160 acres of extra land at no cost, helping farmers produce enough food to feed a family, which had not been possible before.
- It was believed white settlements would become more permanent as planting more trees would provide settlers with fuel, timber for construction and shelter crops from the winds on the Great Plains.
- The Act was exploited by speculators who were hoping to sell it at a later date for a profit. This meant the government plan did not achieve the aim of increasing the number of trees in the west to help settlers.
- The offer of more land increased the number of settlers attempting to set up homesteads despite the unsuitable nature of the climate for the planting of trees.

The importance of the Johnson County War (1892) for relations between homesteaders and cattlemen.

Relevant points may include:

- The Johnson County War escalated the long-standing disputes during the range wars between cattle barons and homesteaders over issues, such as fencing of waterholes.
- The reaction of the homesteaders to the invasion of Johnson County created a newly found willingness to stand up to the powerful cattle ranchers.
- The willingness of cattlemen to take the law into their own hands during the Johnson County War increased the level of violence towards the homesteaders.
- In the longer term, the Johnson County War contributed to the end of the open range, nullifying the specific causes of the poor relations between the cattlemen and homesteaders.

Comments on Question Type

For Question 3 candidates were required to analysis the importance of an event/ person/development. The question focuses on what difference the event/person/development made in relation to situations and unfolding developments. For example, in the first choice on this question, candidates are not being asked to comment generally on the Plains Indians' beliefs, but to consider their importance *for relations between the Plains Indians and the settlers*. It is vital that candidates recognise this focus in the AO2 strand of the mark scheme and support their analysis with specific details and understanding for the AO1 strand.

Candidate answers to question 3

Response 1

Indicate your FIRST choice on this page.

Indicate which question 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 the Plains Indians' beliefs about land and nature for relations between Plains Indians and settlers.
- The importance of The Timber Culture Act (1873) for the settlement of the Plains.
- The importance of the Johnson County War (1892) for relations between homesteaders and cattlemen.

The Timber Culture Act stated that out of 160 acres of Homestead Land, 40 acres had to be used for planting trees on. This was to prevent rich landowners from taking up all of the land so it encouraged ordinary families to set up their own farms. The trees were intended to stop the strong winds of the Plains from destroying crops so it encouraged farming. However, many farmers exploited the Act and created loopholes. Areas of land had loopholes which meant that trees could not be planted on them. ~~Therefore, many farmers exploited the Act by claiming that their land was not suitable for planting trees, which is why the Act was abolished.~~

Another factor of the Timber Culture Act was that many people claimed land and didn't follow the Act. This led to growing tensions between Homesteaders and the government, which led to the abolishment of the Act.

The final important factor of the Timber Culture Act was that many people exploited the Act by creating loopholes.

Examiner Comments

This response was awarded Level 2, 5 marks.

The answer has identified some clear points about the Timber Culture Act, such as "it encouraged farming" and there is an attempt at an explanation of its importance but it is not fully developed, meaning that the AO2 strand of the mark scheme is Level 2.

This is supported with some relevant knowledge for example, the reference to 'trees intended to stop strong winds' but the second paragraph merely states factual detail without any real explanation. This merits Level 2 for the AO1 strand of the mark scheme and with both AOs in Level 2, the overall mark is the top of Level 2.

Response 2

Indicate your FIRST choice on this page.

Indicate which question 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 the Plains Indians' beliefs about land and nature for relations between Plains Indians and settlers.
- The importance of The Timber Culture Act (1873) for the settlement of the Plains.
- The importance of the Johnson County War (1892) for relations between homesteaders and cattlemen.

Under the timber culture act settlers could claim 160 acres of land ^{for free} if they planted 40 acres with timber. ~~To see~~ As there was high unemployment due to the 1837 depression and ^{mass} overpopulation of the east, many decided to take up the offer of ~~160~~ land on the plains. This meant that white Americans were increasing the ~~populatt~~ expansion of the west and hence ~~to~~ decreased the power ^{and population} of the Natives. As a result, ^{the} white american population boomed and so America was increasing its power. ~~and expanded~~ ~~it~~.

The timber culture act also provided trees for civilisation and the development of a mass settling. Previously, houses had been made out of sod due to the lack of wood but the need for a more hygienic, warm and sustainable house increased as the amount of settlers did. As 40/160 acres of land would have trees planted on it more wood would be available. This meant that the amount of settlers increased hygiene standards increased and so sustainable living ^{is being} ~~was being~~ introduced in regards to housing also increased.

Examiner Comments

This response was awarded Level 3, 7 marks.

The candidate has provided an explanation of the importance of the Timber Culture Act, with a line of reasoning to show its impact on the settlement of the Plains by talking about the expansion of the plains and improvements in hygiene; this analysis means the AO2 strand of the mark scheme was awarded Level 3.

There is knowledge used to support the analysis however it could be more specific so the mark for AO1 was placed at low Level 3. The 'best fit' approach means that overall, the response is mid Level 3.

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