Mark Scheme

Question 1

Level	Mark	Descriptor
		Target: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 4 marks. **AO1**: 4 marks. **NB** mark consequence separately (2 x 4 marks).
	0	No rewardable material.
1	1–2	• 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	• 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]

Question 2

Level	Mark	Descriptor
		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.
	0	No rewardable material.
1	1–2	• 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	• 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] *Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.*
3	6–8	• 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] *No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.*

Question 3

Level	Mark	Descriptor
		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).
	0	No rewardable material.
1	1–2	• 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	• 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	• 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]

Q1) Exam question

Explain **two** consequences of the Homestead Act (1862).   [8]
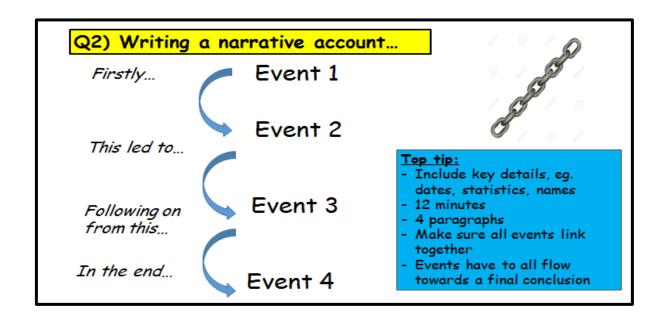
Consequence 1:
_____
_____
_____

Consequence 2:
_____
_____
_____

Sentence starters to help you:
- The Homesteader Act was...
- This led to...
- As a result of this...
- This effected...
- If this hadn't have happened...
- Additionally...

Top tip:
- Approximately 12 minutes
- Start by describing something the act did
- Then show what the result of that was
- Use specific detail (dates, names, places)
- Make sure the link is clear

Q2) Writing a narrative account...

Firstly...   Event 1

This led to...   Event 2

Following on from this...   Event 3

In the end...   Event 4

Top tip:
- Include key details, eg. dates, statistics, names
- 12 minutes
- 4 paragraphs
- Make sure all events link together
- Events have to all flow towards a final conclusion

Q3) Exam question

Explain the **importance** of **new inventions** to the **homesteader's** settlement of the Great Plains   [8]

Point
_____
_____

Evidence
_____
_____

Explain
_____
_____

Sentence starters to help you:
- This was important because...
- This effected...
- If this hadn't have happened....
- Additionally...
- But we could also argue...

Top tip:
- Approximately 12 minutes for each one
- 2 paragraphs for each
- Use as much specific detail as possible (dates, names, statistics, places)
- Recycle the words in the question