

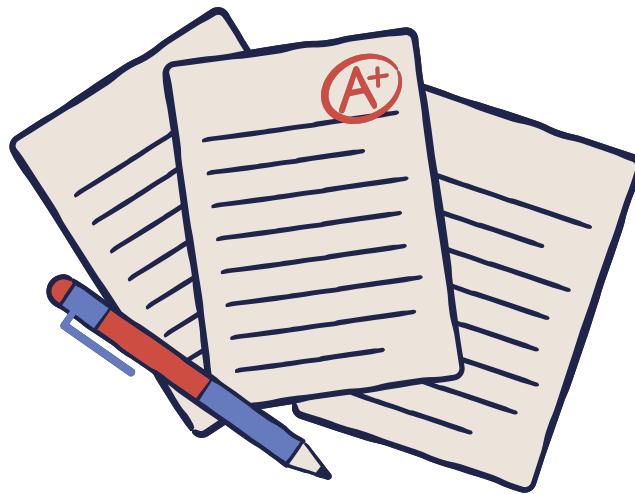


# Exam Technique Booklet

## AA America 1840-1895: Expansion and Consolidation

**Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_



# Paper 1 Exam Breakdown

## Section A: Period Studies

1

**How does Interpretation B differ from Interpretation A about...**

Targets: AO4

Skills: Explaining difference (how)

4 marks

How confident do you feel?

2

**Why might the authors of Interpretations A and B have a different interpretation about...**

Targets: AO4

Skills: Explaining difference (why)

4 marks

How confident do you feel?

3

**Which interpretation gives the more convincing opinion about...**

Targets: AO3

Skills: Suggesting a follow-up enquiry

8 marks

How confident do you feel?

4

**Describe two...**

Targets: AO1

Skills: Describing key features/characteristics

4 marks

How confident do you feel?

5

**In what ways were the lives of... affected by... Explain your answer**

Targets: AO1/AO2

Skills: Explaining consequence/change

8 marks

How confident do you feel?

6

**Essay question asking you to make a judgment between two bullet points**

Targets: AO1/AO2

Skills: Making judgments about causation, consequence, change and/or continuity

12 marks

How confident do you feel?

# How to answer... Paper 1a Question 1

4  
Marks

## How does Interpretation B differ from Interpretation A about...

**This question will ask you to identify a difference between each interpretation's views on a particular topic, using the source's content**

**This question is only worth 4 marks, so you need 1 clear and concise paragraph**

**You could structure your answer as follows:**

**Argument:** 'The main difference between Interpretation A and Interpretation B is...'

**Explain Interpretation A:**

- Identify Interpretation A's view on the topic
- Explain how you know this using details from the source

**Explain Interpretation B:**

- Identify Interpretation B's view on the topic and highlight how this differs from Interpretation A
- Explain how you know this using details from the source

**Remember to refer back to difference throughout your response**

# Grade 9 Answer Interpretation Differences

4/4  
Marks

## Question:

**How does Interpretation B differ from Interpretation A about the Battle of Little Bighorn?**

**Explain your answer based on what it says in Interpretations A and B. (4 marks)**

## Answer:

**Interpretation A criticizes the Battle of Little Bighorn and focuses on how 'Custer was ignorant and unprepared'. This suggests that the battle was a disaster, and that the troops failed due to poor leadership. Whereas Interpretation B focuses on how the public took pity on Custer and his troops and felt grief for them after they were defeated, calling the event a 'massacre'. This suggests that the actions of Custer should not be criticised, and he should be celebrated as a war hero.**

## Feedback:

**This answer would get 4/4 marks because it recognises a difference between the interpretations, and gives a developed analysis of these differences using content from the interpretations.**

## Interpretation A

**An except from a book on the Battle of Little Bighorn written by Bruce A. Rosenberg and published in 1974. Rosenberg was a Professor of American Civilization at Brown University.**

**All during June 1876, events and Custer's own mistakes conspired against him. Experience in the plains wars indicated that the problem in fighting the Indians was not so much defeating them as it was getting them to stand and fight at all. This was one of Custer's major worries. ... Finally, he was not aware that many of his future foes were armed with Winchester repeating carbines, whereas his own men were equipped with single-shot Springfields. Thus of the three major aspects of military intelligence - the number of the enemy, their willingness to fight, and their armament - Custer was ignorant and unprepared.**

## Interpretation B

**An excerpt from Nelson Miles' memoirs: 'Personal Recollections and Observations'. Miles was a US army officer and published his memoirs in 1896, 5 years after he won the Medal of Honour.**

**On the top of the first page of the morning papers of July 5, 1876, in large black letters, was the one word, "Horrible." The journals announced that a good part of General Custer's command of the Seventh Cavalry had been annihilated on the Little Big Horn in Montana. Custer's command was very popular with the citizens of that region. The news of this massacre, as it was called, created intense excitement and sympathy. In fact, there had been no such demonstration of sorrow since the appalling tragedy of April 12, 1865. Buildings were draped in mourning.**

# How to answer... Paper 1a Question 2

4  
Marks

**Why might the authors of Interpretations A and B have a different interpretation about...**

**This question is only worth 4 marks, so you need 1 clear and concise paragraph on each interpretation.**

**You should:**

- **Identify differences in the interpretations' provenance**
- **Explain why these caused differences in views**

**Why might interpretations differ?**

- **Consider the author's background, beliefs, location and time of writing - what information was available to them?**
- **What form is the interpretation (newspaper, journal, speech, etc) - who was the intended audience and what purpose were they writing for?**
- **Authors may have chosen to place emphasis on different factors, leading to differences**
- **Authors may have different perspectives, approaches and focuses, leading to differences**

# Grade 9 Answer Reasons for Differences

4/4  
Marks

## Question:

**Why might the authors of Interpretations A and B have a different interpretation about the Battle of Little Bighorn? Explain your answer using Interpretations A and B and your contextual knowledge. (4 marks)**

## Answer:

**Interpretation A, written by Bruce A. Rosenberg in 1974, reflects the perspective of a historian with the benefit of hindsight and academic analysis. As a professor of American Civilization, Rosenberg had access to more detailed information and military records, allowing him to focus on Custer's mistakes and provide a critical view of Custer's leadership.**

**In contrast, Interpretation B is written by Nelson Miles in 1896, only 20 years after the battle and from the perspective of a military officer. Miles was writing in his memoirs after receiving the Medal of Honour, so his interpretation focuses more on the emotional response of the public and the tragedy of the event. As a fellow soldier, Miles was likely more sympathetic to Custer and focused on the heroic narrative rather than his mistakes.**

## Feedback:

**This answer would get 4/4 marks because it recognises a difference in the provenances, and explains why this would lead to a difference in the interpretations.**

# How to answer... Paper 1a Question 3

8  
Marks

**Which interpretation gives the most convincing opinion about...**

**You are required to use both interpretations and your knowledge of historical context**

**You could structure your response as follows:**

**Evaluation of Interpretation A:**

- **Point** - state the view of Interpretation A about the specific topic in the question
- **Evidence** - identify specific details in the source that convey this view
- **Explain** - explain how these details are supported and/or contradicted by your historical knowledge
- **Link** - link back to the question - based on your analysis, are you convinced by this interpretation?

**Evaluation of Interpretation B:**

- **Point** - state the view of Interpretation B - this Interpretation will disagree with the former
- **Evidence** - identify specific details in the source that convey this view
- **Explain** - explain how these details are supported and/or contradicted by your historical knowledge
- **Link** - link back to the question and other interpretation - are you convinced by this interpretation? How does it compare to the other interpretation?

**To get top marks on this question, you need to make a clear judgement on which interpretation you find more convincing and sustain this throughout your response**

# Grade 9 Answer Interpretation Evaluation

8/8  
Marks

## Question:

Which interpretation gives the more convincing opinion about the Battle of Little Bighorn? Explain your answer based on your contextual knowledge and what it says in Interpretations A and B. (8 marks)

## Answer:

Interpretation A is more convincing about the Battle of Little Bighorn because it provides a detailed analysis of the key factors that contributed to Custer's defeat, supported by contextual knowledge. Rosenberg, writing in 1974, emphasizes Custer's mistakes, such as his underestimation of the Native American forces and lack of awareness about their superior weaponry. This aligns with historical evidence showing that Custer's failure to gather accurate intelligence about the size and strength of the Native American forces led to his men being overwhelmed. Custer led 200 soldiers to attack the Sioux and Cheyenne, but due to them being vastly outnumbered they were killed in less than an hour. Rosenberg's focus on Custer's unpreparedness reflects modern interpretations that highlight Custer's overconfidence and poor judgment, making this a convincing interpretation.

Interpretation B, written by Nelson Miles in 1896, focuses on the public reaction to Custer's defeat, describing the widespread mourning and shock in the United States. While this captures the emotional response at the time, it does not explain the reasons behind the defeat. The description of the event as a "massacre" reflects the one-sided view held by many Americans, who saw Custer as a heroic figure. However, this interpretation is less convincing because it fails to address the tactical errors and the context of U.S. expansion and conflict with Native American tribes, which are crucial to understanding the battle's outcome. In conclusion, while Interpretation B reflects contemporary public sentiment, Interpretation A is more convincing because it provides a detailed and well-supported explanation of the factors that led to Custer's defeat, supported by factual military and historical context.

## Feedback:

This answer would get 8/8 marks because the pupil has given a complex evaluation of the interpretations based on contextual knowledge, and they have given their overall judgement on which interpretation is more convincing, with reasoning.

# How to answer... Paper 1a Question 4

4  
Marks

## Describe two..

**To achieve full marks on this question you need to:**

- **Identify one valid feature (+1 mark)**
- **Give supporting contextual evidence (+1 mark)**

**Do this twice, so you have two features and supporting evidence for each one**

**For example, if you are asked to identify two problems people faced during a specific event or time period, you should:**

- **Identify a problem they faced**
- **Explain why this problem impacted their lives, using historical knowledge to back up your claims**

**Keep it brief - remember this question is only worth 4 marks**

# Grade 9 Answer

## Describe two...

4/4  
Marks

### Question:

**Describe two problems faced by early settlers migrating west.  
(4 marks)**

### Answer:

**The first problem faced by early settlers migrating west was the weather. Sandstorms were common when passing the Plains, as well as thunderstorms and flooding, which could endanger the party. The second problem faced by early settlers migrating west was conflict with Native Americans. Native Americans objected to white settlers crossing their sacred lands and hunting grounds, which could lead to attacks and violence between them.**

### Feedback:

**This answer would get 4/4 marks because it recognises two problems faced by early settlers travelling west, and then describes both problems using additional information.**

# How to answer... Paper 1a Question 5

8  
Marks

**In what ways were the lives of... affected by...**

**This question requires you to write about change. You should identify 2 or more ways the lives of people were affected and explain them using a range of historical knowledge.**

2x { P - Point  
E - Evidence  
E - Explain  
L - Link

**Point:** 'One way in which [group's] lives were affected by [event in question] is...'

**Evidence:** provide relevant precise historical evidence (stats, places, names, events, dates, etc)

**Explain:** using the evidence, explain why this change impacted people's lives

**Link:** link back to the question - 'therefore [group's] lives were affected by [event in question] because...'

**Tip:** if you are aiming for top marks, consider how changes were affected by differences such as time, group or social/economic factors

# Grade 9 Answer

## Lives Affected By Question

8/8  
Marks

### Question:

In what ways were the lives of Americans affected by the the 13th Amendment?

Explain your answer.

(8 marks)

### Answer:

The 13th Amendment significantly affected the lives of African Americans by legally ending slavery, fundamentally changing their social and economic conditions. Formerly enslaved people were now free, which allowed them to seek employment, form families, and establish their own communities. However, the transition to freedom was fraught with challenges. Due to limited resources and widespread discrimination, many African Americans were forced into sharecropping arrangements on plantations owned by former slaveholders. This arrangement often kept them in a cycle of debt and economic dependency, limiting their opportunities for true independence and undermining the freedom that the amendment was supposed to guarantee.

For white Southerners, particularly plantation owners, the 13th Amendment was equally transformative. It dismantled the slave labor system that had been central to the Southern economy and social structure, creating a labor crisis that many attempted to address by implementing Black Codes. These restrictive laws controlled the movement, employment, and rights of African Americans to preserve a social order similar to slavery. Additionally, the amendment sparked resistance and fueled the rise of groups like the Ku Klux Klan, who used violence to intimidate Black citizens and prevent them from exercising their new freedoms. This social and political backlash created a complex legacy, where legal freedom was achieved, but widespread inequality and racial tension remained entrenched in American society.

### Feedback:

This answer would get 8/8 marks because the pupil has given a complex explanation of changes, and demonstrated a range of accurate and detailed knowledge and understanding that is relevant to the question.

# How to answer... Paper 1a Question 6

12  
Marks

## Which of the following... (2 prompts)

**This question asks you to make a judgement between two bullet points in relation to a particular topic.**

**You could structure your response as follows:**

**Evaluation of first bullet point:**

- **Point** - state your argument
- **Evidence** - provide relevant precise historical evidence (stats, places, names, events, dates, etc)
- **Explain** - using the evidence, explain to what extent this point had the effect specified in the question
- **Link** - link back to the question - based on your analysis, how important is this point?

**Evaluation of second bullet point:**

- **Point** - state your argument
- **Evidence** - provide relevant precise historical evidence (stats, places, names, events, dates, etc)
- **Explain** - using the evidence, explain to what extent this point had the effect specified in the question
- **Link** - link back to the question - based on your analysis, how important is this point? Is it more or less important than the other point?

**You may wish to explain the **relationship** between both points to make your argument about which is more significant**

**To get top marks on this question, you need to make a clear judgement on which bullet point you find more important and sustain this throughout your response**

# Grade 9 Answer

## 12 Mark Essay Question

12/12  
Marks

### Question:

Which of the following was the more important reason why Plains Indians' ways of life were destroyed

- Extermination of Buffalo
- US Government Policy?

Explain your answer with reference to both bullet points.

(12 marks)

### Answer:

Firstly, the extermination of the buffalo was a very important reason why Plains Indians' ways of life were destroyed, as by 1890 they were virtually extinct. Plains Indians used all parts of the buffalo to support their lifestyle. The buffalo was considered sacred so it was important not to waste any part of it. For example, they ate the meat, hooves were used to make glue, fur was used to make blankets and horns were used to make cups. By 1890 buffalo were virtually extinct, as they were killed by tourists and used to feed construction workers, and grassland was destroyed and eaten by other animals, which was their natural habitat. This destroyed a large part of indigenous life, as buffalo were such a vital part of survival.

Secondly, the US government policy was also a very important reason why Plains Indians' ways of life were destroyed. During the 1880s indigenous people were put onto reservations. This destroyed their nomadic, tribal life and chiefs lost their power over their people. A key policy that destroyed Plains Indians' ways of life was the 1887 Dawes Act. It aimed to break up the power of Indigenous tribes by encouraging individuals to move away from the tribal structure. Reservation land was redistributed, allocating each Indigenous family a homestead of 160 acres. This would free up more land for white migrants to settle on, as well as forcing Plains Indians to further integrate into white society.

Overall, the US government policy was the most important reason why Plains Indians' ways of life were destroyed. Although the extermination of the buffalo had a large impact on Plains Indians, they still held onto other traditions such as their nomadic lifestyle and culture. However, the US government policy forced Plains Indians onto homesteads, and forced them to integrate into white society, which ultimately destroyed their indigenous ways of life.

### Feedback:

This answer would get 12/12 marks because the pupil has explained each of the given points (extermination of buffalo and US government policy) in depth using historical information, and directly linked to the question throughout. The pupil has also included a judgement at the end, explaining which point was more important and why.