

AS History

7041/2J-America: A Nation Divided, c1845–1877

Component 2J The origins of the American Civil War, c1845–1861

Mark scheme

June 2018

Version/Stage: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

America: A Nation Divided, c1845–1877

Component 2J The origins of the American Civil War, c1845–1861

Section A

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the split in the Democratic Party in 1860? **[25 marks]**

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

Source A: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- William Yancey is significant as he was a renowned ‘fire-eater’ who proposed the Alabama Platform in 1848 at the Democratic nation Convention, after its rejection he did not attend the Convention again until 1860
- the date and audience of the source is significant as it is from the National Convention at Charleston from which 50 Southern Delegates left on 30 April due to the Northern platform being adopted
- the tone is strong, using violent language, ‘will die by the hands of your friends’ and ‘be strung upon a political gallows’.

Content and argument

- Yancey argues that principles should come before ‘mere’ party success and suggests that pushing for party success over principle could be fatal for the Democrats. This is valuable as it gives an insight into the position being adopted by Southern delegates
- the source then argues that delegates should stand by the Constitution and the South, suggesting that he believes the platform from Douglas goes against both. This offers a valuable insight into why the Southern delegates left the Convention
- the source makes a point of not attacking the ability of the leaders of the party but rather the fact that they are ‘untrue to the people’, and seeking office at any cost. This is valuable as it seems to be a somewhat veiled attack on Stephen Douglas whose candidacy for the Presidential nomination was key in splitting the party.

Source B: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- Henry Wilson, as an abolitionist and Republican, was looking at the Democratic Party from the outside and unsympathetic view. He does, however, directly quote a Californian delegate from the Baltimore Convention
- the source is an extract from a history book written 12 years after the Convention, at a stage when the Civil War has taken place and the Republican Party has become dominant. The author therefore has the benefit of hindsight
- the tone is highly critical, using negative language such as ‘dismembered’ and ‘discreditable’, this is significant in showing the split of the Democratic Party in a sordid way.

Content and argument

- the start of the source highlights the previous success of the Democratic Party and the fact that it was ‘dismembered’ in 1860, significantly showing the magnitude of the split. It is valuably highlighting the Baltimore Convention as the key moment this happened in the view of the author
- similarities are drawn between the Baltimore and Charleston Conventions and the walking out of Southern delegates and significantly the events of the Baltimore Convention are seen as being ‘more violent and discreditable’ which is valuable in showing the rift having grown
- Mr Smith of California is quoted to give a dramatic view of there being ‘assassins now grinning’ and also collaborating the author’s view that the Democratic Party was destroyed by the events of the Baltimore Convention. This is valuable in showing a similarity of view in what happened but from someone who was saddened by the ‘death’ of the Democratic Party.

In arriving at a judgement as to which source might be of greater value, students might decide that Source A is more valuable as the author was present at the Convention and played a leading role leading Southern candidates to not support Douglas. They may, however, decide that the benefit of hindsight makes Source B more valuable. Students are likely to weigh up the value of a source from the Charleston Convention with one about the Baltimore Convention and decide which was more significant in giving an insight into the splitting of the Democratic Party.

Section B

- 02** 'By 1850, relations between North and South were seriously damaged by the gaining of territories from Mexico.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments suggesting that by 1850, relations between North and South were seriously damaged by the gaining of territories from Mexico might include:

- the Mexican War was seen by many in the North as an act of Southern aggression pursued by President Polk
- there was disagreement over what should happen with any territory gained from the war as demonstrated by the Wilmot Proviso and the Calhoun doctrine
- there was disagreement over the amount of land that should be taken from Mexico, leading to disagreement in Congress and Polk was unhappy with the Treaty of Guadalupe Hidalgo
- the South, having provided the majority of the troops, felt they should have gained more from the war. The North, however, was annoyed with what they saw as Polk fighting for land in the South whilst backing down in the North in negotiating with Britain.

Arguments challenging the view that by 1850, relations between North and South were seriously damaged by the gaining of territories from Mexico might include:

- students could argue that harmony was not destroyed. The 1848 election was won by Louisiana slave owner, Zachary Taylor, who won 8 out of 15 slave states and 7 of the 15 free states, suggesting no substantial sectional split
- students could argue that relations between North and South had not been ‘destroyed’ as further compromise was found in 1850
- the relations between North and South were arguably damaged more seriously by earlier conflicts, such as the Nullification Crisis and differences over economic policy
- arguably the cause of poor relations between the North and South was the issue of slavery and without this there would have been no damage created over gaining of territory from Mexico.

Students can achieve top marks either agreeing or disagreeing with the statement. Students may argue that the territory gained from the Mexican War lead to a new stage of disagreements more fervent than before between the North and South. Students may argue that the Mexican War simply highlighted disagreements that were based on deep differences over slavery. Or they may point to evidence of continued good relations by 1850.

03 ‘There had been significant increase in abolitionist sentiment in the North by 1854.’

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments suggesting that there had been significant increase in abolitionist sentiment in the North by 1854 might include:

- the reaction in the North to the Fugitive Slave Law, including the attempts to free Anthony Burns by a Boston mob in 1854
- 'Uncle Tom's Cabin' sold 300,000 copies in 1852 alone spreading abolitionist ideas in the North
- the South's reaction to 'Uncle Tom's Cabin' was so strong, it suggests that there was a sizeable growth in abolitionist sentiment
- the filibustering in Cuba and Ostend Manifesto angered many in the North who feared the expansion of slavery and 'slave power', this led to more people supporting abolitionist ideas.

Arguments challenging the view that there had been significant increase in abolitionist sentiment in the North by 1854 might include:

- the Free Soil Party candidate won only 156,000 votes, (5% of the vote) in 1852, they won 291,000 votes (10% of the vote) in 1848
- although there was concern in the North about the expansion of slavery, this was not the same as support for abolitionism. Support for Popular Sovereignty and the 1850 Compromise was widespread
- the Abolitionist movement remained divided over gradual or immediate emancipation and other issues. This infighting damaged their growth.

Students can achieve top marks either agreeing or disagreeing with the statement. Students may argue that the publishing of 'Uncle Tom's Cabin' alongside political developments especially in the presidency of Pierce led to a large jump in abolitionist sentiment in the North signalling a significant shift in the dynamics of the American politics. On the other hand, students may argue that although sectional tension rose and the North became increasingly concerned with 'slave power' and the expansion of slavery, there was little evidence of definitive support for abolitionism. The Free Soil Party remained small and in fact its electoral performance dipped.