



AS HISTORY 7041/2J

America: A Nation Divided, c1845–1877

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

Mark scheme

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Version: 1.0 Final



2 3 6 A 7 0 4 1 / 2 J / M S

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 Examiner.

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.

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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, ie 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.

Section A

- 0 1** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining Southern attitudes to the rise of the abolitionist movement in the 1850s?

[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 having 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

- the Despatch article shows the huge impact of 'Uncle Tom's Cabin' on public opinion; it sold 300 000 copies in 1852. The article was published very soon after the book appeared and gives valuable insights into contemporary attitudes towards abolition
- the purpose of the article is to warn its readers of the 'great danger' to the South from the anti-slavery movement. It is not objective but a committed defence of the 1850 Compromise from a Southern perspective
- although published in Richmond, Virginia, 'The Daily Despatch' is somewhat different from fundamentalist opinion in the Deep South. Virginia was mostly pro-slavery but had close economic ties with the North; this is reflected in the attempt to maintain a balanced, reasonable point of view
- the tone is measured and thoughtful. It avoids undue partisanship, or hostility to the North, focusing on 'great fear' of what might happen if the 1850 Compromise is undermined.

Content and argument

- the central argument is that 1850 Compromise is in danger and must be defended. There is an existential threat that 'battles for the Union, and for the Constitution, will have to be fought all over again'. The key message is an appeal for stability, 'peace and the happiness of the people'
- it is argued that the immediate danger is that the North will be flooded by a wave of pro-abolitionist novels that will whip up anti-slavery sentiment. Answers may well deploy specific examples to illustrate how this happened, especially through 'Uncle Tom's Cabin'
- it is argued that the fate of the Union is seen as being in great danger and that the 1850 Compromise might be de-stabilised. Own knowledge of the context and the various reasons why the Compromise was endangered at this time may be used to comment on the value of the source
- answers may regard the source as valuable because it shows no open hostility to the North, nor any threat the South might secede; on the other hand, its core message may be seen as unequivocally pro-South.

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

Provenance and tone

- Hinton Helper is an untypical voice; a Southerner who, although coming from South Carolina, published his appeal in New York at his own expense. The fact that the book was published on his own initiative and at his own expense reflects the extent to which he is an outsider; his stance has value for being objective but is isolated and untypical so has a one-sided viewpoint
- though rejecting 'free-soilers and abolitionists' and admiring the 'plain folk of the Old South', Helper is firmly opposed to slavery
- Helper's tone is rational and realistic. He openly rejects moral or religious absolutes in order to show the self-defeating effects of one-sided arguments by 'free-soilers' and 'slave-breeders' whose extremism only weakens their own cause.

Content and argument

- Helper's argument is based on rationalism, avoiding the pitfalls of over-heated moralising based on religion or righteousness. He stresses the importance of keeping away from extreme positions that will only inflame divisiveness. Above all, Helper promotes the view that there are extremists on both sides
- in his view, moderates – 'the plain folk of the Old South', are being betrayed by 'slave-holders and slave breeders who are enemies of their own cause'. Similarly, in the North, free-soilers are 'in reality the only true friends of the South' because they inflame anger and strengthen the cause of slavery. Answers may deploy own knowledge of such divisions of opinion (or the absence of such divisions) to assess the value of Helper's argument
- Helper himself has no doubt that slavery is wrong, asserting that 'anti-slavery men are working for the good of the whole world'; and that pro-slavery men will bring the 'disunion of the States'.

Assessment of the value of Source A may be founded on its analytical approach to the emotive force of the pro-abolitionist movement and how it raised fears the 1850 Compromise might be overturned. Comment on Source B may well applaud its reasonable arguments and moderate tone; though it may also be seen to have only limited value as answers may base their assessments on the judgement that Helper is entirely unrepresentative of majority opinion – that his was a lone voice outside the mainstream.

Section B

- 0 2** 'The main reason for tensions between North and South, in the years 1845 to 1848, was westward expansion.'

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 supporting the view that the main reason for tensions between North and South, in the years 1845 to 1848, was westward expansion might include:

- victory in the Mexican War and the extensive territorial gains made after it altered the fragile balance between 'free' and 'slave' states, raising fears that further westward expansion might destroy it
- President Polk's ambitions led towards the enlargement of Texas by adding large new territories in California. This threatened to completely de-stabilise the balance between North and South
- the actions and speeches of President Polk boosted support for the ideals of Manifest Destiny and opened the way for uncontrolled expansion westwards. This greatly intensified disputes between free and slave states
- population growth, and the expansion of the industrial economy of the North East, accelerated the movement of land-hungry migrants into the Middle West. This increased the pressure for westward expansion, regardless of government policies. It was seen as an existential threat to the stability of the Old South.

Arguments challenging the view that the main reason for tensions between North and South, in the years 1845 to 1848, was westward expansion might include:

- the overriding issue behind North-South tensions was slavery; what seemed to be disputes about westward expansion were, in reality, all about slavery
- States' Rights did more to widen North-South divisions than westward expansion. There was an unbridgeable gap between rival views of the Constitution, above all the right to secede
- a key factor was economic divergence between the fast-changing industrialised North and the traditional plantation society of the Old South. There was no way of keeping these different systems together, regardless of westward expansion
- the forces behind tensions between North and South included religion and social reform. In the North, religion helped to push forward the abolitionist movement; in the South religion was a defence of social conservatism.

Many answers will focus on westward expansion and the various ways it led to wider divisions, especially after victory in the Mexican War put energy behind the idea of Manifest Destiny. Other answers will see westward expansion as only one factor among many: political disputes, cultural differences and economic divergence.

0 3 'The Southern States were responsible for the outbreak of Civil War in 1861.'

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 supporting the view that the Southern States were responsible for the outbreak of Civil War in 1861 might include:

- the South was to blame for the outbreak of war because the threat of secession made keeping the peace impossible. The secession of South Carolina in December 1860 was a point of no return, soon followed by states like Mississippi, Alabama and Georgia
- Jefferson Davis was the only Southern leader capable of reaching a compromise. But he resigned from the Senate in January 1861, after Mississippi seceded. Once he was head of the Confederate Congress, he could never retreat from secession – that meant war
- Jefferson Davis never had a mandate to negotiate. Committed secessionists like Christopher Memminger and Henry Foote were powerful influencers, hostile to compromise
- it was Confederate forces that broke the peace by military action against Fort Sumter.

Arguments challenging the view that the Southern States were responsible for the outbreak of Civil War in 1861 might include:

- political leaders in the North were to blame for the failure to avert war. While Abraham Lincoln was only president-elect between December 1860 and March 1861, the outgoing president, James Buchanan, made no effort to appease Southern secessionists
- Lincoln was too cautious. His speeches on his way to Washington promised no big initiatives, nor any urgency. He thought the Union was unbreakable simply because secession was illegal. Nor did Lincoln try to include any Southerners in his cabinet
- there were attempts by the South to work towards a compromise. Jefferson Davis was not by instinct a radical (until the recent past, he had been an anti-secessionist) – he was willing to negotiate
- the Confederate Convention needed support in the Upper South, where many desired keep links to the Northern economy; but attempts at compromise in the Virginia Peace Convention and the Crittenden Proposals were blocked by Republican radicals.

Many answers will focus mainly on Southern intransigence and the inevitability of war after Southern states announced secession; opposing arguments may see other factors as more important, either blaming failures by Northern politicians to avoid rupture, or judging that by December 1860 it was already too late for either side to find a way out.