



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

HISTORY - UNIT 2  
DEPTH STUDY 7: THE CRISIS OF THE AMERICAN  
REPUBLIC, c. 1840-1877

PART 1: SECTIONAL DIFFERENCES AND THE ROAD  
TO CIVIL WAR, c. 1840-1861

2100U70-1

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

**UNIT 2****DEPTH STUDY 7****THE CRISIS OF THE AMERICAN REPUBLIC c.1840-1877****PART 1: SECTIONAL DIFFERENCES AND THE ROAD TO CIVIL WAR c.1840-1861****MARK SCHEME****Marking guidance for examiners for Question 1****Summary of assessment objectives for Question 1**

Question 1 assesses assessment objective 2. This assessment objective is a single element focused on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30.

**The structure of the mark scheme**

The mark scheme for Question 1 has two parts:

- advice on the specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 2.

**Deciding on the mark awarded within a band**

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Thirdly a final mark for the question can then be awarded.

## INDICATIVE CONTENT FOR QUESTION 1

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

**With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the tensions caused by the acquisition of new territories by the USA in the period 1844-1852.**

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate.

Candidates will consider the value of the sources to an historian studying the tensions caused by the acquisition of new territories by the USA in the period 1844-1852.

Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include:

- Source A is a speech in 1847 from David Wilmot opposing the expansion of slavery. The general context is the annexation of Texas and the war against Mexico. The specific context is the issue of slavery in the newly acquired territories. Candidates should be aware of the link to the previous Wilmot Proviso in 1846 which attempted to add a proviso to a military expenditure bill not allowing slavery in any territory gained from Mexico. The proviso passed the House but not the Senate and the issue remained unresolved until 1850. Wilmot's speech in Source A goes over the same ground. It shows his aversion to the extension of slavery but it also reveals his toleration of slavery in its current form. The value of the source to an historian lies not only in the context of the Mexican War and its consequences but also in what it reveals about the racial attitudes of politicians like Wilmot. Wilmot's use of the free soil argument was central to the thinking behind the new Republican Party in the 1850s. Source A clearly illustrates the issues caused by the Mexican War, prevailing racial attitudes amongst Northern politicians and the developing sectionalism in US politics. The language chosen by Wilmot in his defence of free soil is revealing "degrading...disgrace etc." This is a telling foretaste of the polarising attitudes thrown up by the slavery issue. It is a contemporary document with strong evidential value in presenting the context of the Mexican War and its consequences as well as the fallout from the creation of free/slave states in the Union after 1846.

- Source B is a record of a Convention in the southern state of Georgia, called to discuss the Compromise of 1850. The general context is the debate in Congress which led to its formulation and some of the specific issues are revealed in the source. The fact that few were happy with the Compromise of 1850 is referred to directly in this contemporary source. Georgia, for example, “does not wholly approve”! Moreover, and alarmingly, the Convention directly refers to the possibility of secession if the North interferes with slave states and the implementation of the Fugitive Slaves Act. The significance of the Fugitive Slaves Act could not be clearer in Source B. The admission of California as a free state was not popular in the South and the fragility of the compromise is brought out in Source B. The language of sectional controversy and secession is a strong feature of Source B and this would be of considerable value for an historian in understanding the tensions at this time. It has good evidential value as an accurate record of the Convention’s current and future concerns. The grudging acceptance of compromise and the allusion to secession does not augur well. It does not look like a strong endorsement of “our much loved union”.
- Further evidence of sectional tension over new territories is provided by Source C which is an offensive portrayal of the new state of Texas in an abolitionist poster. The unflattering portrayal of the new state as a monstrous, heavily armed oppressor of slaves does not pull any punches. Its date, 1852, only two years after the Compromise of 1850 when moderate politicians brokered a deal in Congress to resolve the dispute about the extension of slavery reveals the strong emotions in the North about the admission of slave states into the Union. The context of the opposition to the Fugitive Slave Act in stoking the flames of the abolitionist movement is clear. The poster, although heavily biased and partisan, is valuable to an understanding of the passions generated by the slavery issue in the early 1850s. The poster is valuable evidence of the strength of sectional controversy and the ferocity of political debate in spite of the best efforts of Clay, Calhoun, Webster and Douglas to manufacture a way of preserving the Union in 1850.

Overall, candidates will assess the value of the sources to an historian studying the tensions caused by the acquisition of new territories by the USA in the period 1844-1852. They are able to demonstrate that value through consideration of the content, provenance and tone of the presented sources with appropriate reference to the historical context linked to the sources.

## MARK SCHEME UNIT 2 QUESTION 1

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be given to certain types of answer. The published mark scheme for Unit 2 question 1 also gives a similar breakdown and descriptors.

<b>Band 6 CHARACTERISTICS</b>		<i>Sustained and accurate analysis and evaluation of the given sources; full understanding shown of the appropriate historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.</i>
<b>ACX, VTH, ATQS OVER THE PERIOD SET</b>		
B6S	30	The response shows accurate and sustained source evaluation using the content and attributions of each of the three sources, setting the response in the appropriate historical context and covering all of the period set in the enquiry. There will be a substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.
B6C	27	The response begins to show some characteristics of Band 6

<b>Band 5 CHARACTERISTICS</b>		<i>Meaningful analysis and evaluation of the given sources involving valid evaluation of the content and attribution of the sources; understanding shown of the appropriate historical context associated with the set enquiry; reaches a valid judgement regarding the value of the sources to an historian studying a particular issue.</i>
<b>ACX and VTH</b>		
B5S	25	The response shows accurate source evaluation using the content and attributions of the three sources, setting the response in the appropriate historical context and covering most of the period set in the enquiry. There will be a valid and supported judgement on the value of all three sources to an historian studying a particular issue.
B5C	23	The response begins to show some characteristics of Band 5

<b>Band 4 CHARACTERISTICS</b>		<i>Clearly attempts an analysis and evaluation of the given sources in relation to the general historical context of the set enquiry with some evaluation of the content and attribution; a sound judgement is seen regarding the value to an historian of some or all three sources.</i>
<b>GCX, VTH and U</b>		
B4H	20	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and especially the general historical context. This will be used to reach a reasoned judgement on value to an historian of all three sources. Occasional references to utility are acceptable.
B4S	18	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the general historical context. A judgement on value to an historian will be present on some or all of the three sources though some general comments on utility may be seen.
B4C	16	The response begins to show some characteristics of Band 4 in discussing the general historical context. Mainly focussed on UTILITY but with a limited reference to value.

<b>Band 3 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content and attributions of the given sources to evaluate their utility and / or value; a limited judgement on the utility and / or value of the sources will be seen. Limited understanding of the historical context.</i>
<b>Mechanistic V, S&amp;L and U</b>		
B3H	15	The response is able to evaluate the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There will be a mechanistic focus on evaluating the UTILITY and / or the VALUE of some or all of the sources. There will be a limited judgement on all of the sources.
B3S	13	The response is able to evaluate some or all of the three sources by focusing on their attributions and / or content. Any reference to the historical context will be limited. There will be a limited judgement on some of the sources.
B3C	11	The response begins to show some characteristics of Band 3. This can also be used if only one source is attempted.

<b>Band 2 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content and / or attributions of the given sources to show their strengths and / or limitations.</i>
<b>TRAWL</b>		
B2H	8	The response is able to discuss the strengths and / or limitations of all three sources by focusing on their content and / or attributions.
B2S	6	The response is able to discuss the strengths and / or limitations of some of the three sources by focusing on their content mostly.

<b>Band 1 CHARACTERISTICS</b>		<i>Copies or paraphrases from content or attributions of the given sources.</i>
<b>COPYING / COMPREHENSION</b>		
B1H	5	Paraphrases from all of the three sources and / or attributions or plain narrative.
B1S	3	Copies from one or two of the three sources and / or attributions.
	0	Use for incorrect answers



## Marking guidance for examiners for Question 2

### Summary of assessment objectives for Question 2

Question 2 assesses assessment objective 3. This assessment objective is a single element focussed on the ability to analyse and evaluate how and why different historical interpretations have been made. The mark awarded to Question 2 is 30.

### The structure of the mark scheme

The mark scheme for Question 2 has two parts:

- advice on the specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 3.

### Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Thirdly a final mark for the question can then be awarded.

## INDICATIVE CONTENT FOR QUESTION 2

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

### **How valid is the view that slavery was mainly responsible for causing the American Civil War?**

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Answers will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that slavery was mainly responsible for causing the Civil War.

Candidates are invited to enter into a debate about the extent to which slavery was mainly responsible for causing the Civil War. Learners will consider interpretations of this issue within the wider historical debate about the causes of the Civil War. Some of the issues to consider may include:

- Interpretation 1 argues that slavery was in such marked decline by the 1850s that, with a little patience from the North, the institution would have withered away within a generation. In other words slavery was not responsible for the war - this was the fault of blundering politicians and a minority of agitators who brought about an unnecessary war. Ramsdell clearly believes that slavery had reached the limits of its expansion.
- In analysing and evaluating Interpretation 1 answers might refer to the wider historical debate about slavery. In particular they might challenge the position that slavery was doomed and point to evidence about the incredible wealth generated by the system. The debate about the strength of racial feeling in the south and the desperation to defend the institution of slavery in 1860-1 might lead some to question Ramsdell's assertion that slave owners would change their attitudes so readily. Ramsdell's position as a revisionist historian and the date of his work (1929) will suggest that he has been deeply influenced by what many saw as an unnecessary war for the USA in 1917-18 with all of its consequences for America. Blundering politicians were also unpopular in 1929! The moral dimension of the slavery issue was often sidelined by the revisionists.
- In Interpretation 2 Macpherson directly contradicts the interpretation that slavery would have died peacefully. He stresses the economic power of slavery and its tremendous market value in 1860. Moreover he also highlights the point that slavery was also about racial control and that there was a political dimension to slave power. Macpherson stresses the importance of slavery in the decision for secession and how Lincoln's election was the trigger for secession.
- In analysing and evaluating Interpretation 2 answers might argue that Macpherson represents a strong and influential group of modern historians who have returned to argue that slavery was fundamental as a cause of war. The collection is a synthesis of current work and so has value as the product of a leading specialist. His work commands respect as the product of mature reflection and deep examination of the evidence. He is also the product of a generation who came to prominence in the wake of the 1960s and the civil rights movement - a very different context to the revisionists at work after WW1.

- Candidates may show awareness of the wider historical debate surrounding the causes of the civil war. In particular candidates should be aware of other interpretations such as the impact of the breakdown of the old party system, the failures of leadership in North and South, the economic differences between North and South and the view that states' rights was a key issue in the developing conflict. The original interpretation about the salience of slavery can even be seen in Stephen's 1861 speech and Lincoln's 1865 inauguration address. Post- revisionism has made slavery central to an understanding of the Civil War.
- Overall candidates will analyse both interpretations using their own understanding of the debate over this issue, offer an evaluation of the validity of the given interpretations and provide a judgement on the issue in the question that slavery was mainly responsible for causing the Civil War.

## MARK SCHEME UNIT 2 QUESTION 2

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be given to certain types of answer. The published mark scheme for Unit 2 question 2 also gives a similar breakdown and descriptors.

<b>Band 6 CHARACTERISTICS</b>		<i>Sustained and accurate analysis and evaluation of the provided material in its historical context which is used effectively to show how and why different interpretations have been formed in relation to the set enquiry; sustained judgement seen regarding validity.</i>
<b>ACX, WHD, OPI</b>		
B6H	30	The response fully integrates discussion of the context, authorship and content of the provided material together with knowledge and understanding of other possible interpretations of the set issue to reach a well supported and convincing judgement. The response shows convincing understanding of the wider historical debate and of why different interpretations have been formed with discussion of the context and authorship of the provided material.
B6S	27	The response discusses the context, authorship and content, of the provided material together with knowledge and understanding of other possible interpretations to offer a substantiated judgement. The response explains why differing / different interpretations of the issue have been formed.
<b>Band 5 CHARACTERISTICS</b>		<i>Meaningful analysis and evaluation of the provided material in its historical context to show how and why different interpretations have been formed in relation to the set enquiry; clear judgement seen regarding validity.</i>
<b>ACX, WHD, OPI</b>		
B5H	25	The response discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; shows clear understanding of other possible interpretations of the issue. The response will show a firm grasp of the wider historical debate regarding the issue.
B5S	23	The response discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; shows clear understanding of other possible interpretations. The response needs to indicate how and why interpretations are formed based on the content and especially the authorship of the extracts.

<b>Band 4 CHARACTERISTICS</b>		<i>Some valid analysis and evaluation of the provided material with some knowledge of other possible interpretations to reach a judgement on the specific enquiry; needs a reasonable grasp of the other possible interpretations (OPIs) and the context of the developments in the provided material. There may be some mechanistic comments on the authorship but this is not required.</i>
<b>ACX AND GCX OPI</b>		
B4H	20	The response analyses and evaluates the provided material in its appropriate historical context to offer a valid judgement on the given interpretation together with other possible interpretations of the issue.
B4S	18	The response analyses and evaluates the provided material in its historical context to offer a judgement on the given interpretation; the response shows understanding of other possible interpretations.
B4C	16	The response begins to analyse and evaluate the provided material to offer a judgement on the given interpretation; the response shows awareness of another possible interpretation.

<b>Band 3 CHARACTERISTICS</b>		<i>Mechanistic focus on the authorship and content of the provided material to identify and compare interpretations; some awareness of the general context; any judgement will be limited. There may be some mechanistic comments on the authorship of the provided material.</i>
<b>AUTH GCX</b>		
B3H	15	The response attempts to consider the provided material to identify and compare different interpretations and will offer a limited judgement on the validity of the interpretation presented in the question.
B3S	13	The response attempts to consider the content of the provided material to identify different interpretations; will offer a 'bolt-on' judgement on the validity of the interpretation presented in the question.

<b>Band 2 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content of the provided material only.</i>
B2H	8	The response attempts to consider the content of the provided material to show differences between the two presented interpretations and provides a limited judgement on validity.
B2S	6	The response begins to use the content of the provided material to identify some of the differences between the presented interpretations.

<b>Band 1 CHARACTERISTICS</b>		<i>Copies or paraphrases from the content of the provided material.</i>
B1H	5	Basic comprehension and paraphrasing from the content of the provided material.
B1S	3	Basic comprehension or copying from the content of one of the provided materials.
	0	Use for incorrect answers