



GCE A LEVEL MARKING SCHEME

SUMMER 2022

**HISTORY - UNIT 4
DEPTH STUDY 7**

**THE CRISIS OF THE AMERICAN REPUBLIC
c.1840–1877**

**PART 2: CIVIL WAR AND RECONSTRUCTION
c.1861–1877**

1100U70-1

INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

Marking guidance for examiners

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. This question is compulsory and the mark awarded to it is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts.

- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 2.
- Advice on the specific question outlining **indicative content** that 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 must credit any further admissible evidence offered by candidates.

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. Third, a final mark for the question can then be awarded.

Summary of assessment objectives for Question 2 and Question 3

Question 2 and Question 3 assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. Candidates choose either Question 2 or Question 3. The mark awarded to each question is 30.

- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 2.
- Advice on the specific question outlining **indicative content** that 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 must credit any further admissible evidence offered by candidates.

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. Third, a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

The paper has a maximum tariff of 60.

Question 1

AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

		Value of the sources	Analysis and evaluation of the sources in their historical context	Focus on the question set
Band 6	26–30 marks	The learner shows clear understanding of the strengths and limitations of the sources.	The sources are clearly analysed and evaluated in the specific and wider historical context.	The learner will make a sustained and developed attempt to utilise the sources to directly answer the question set.
Band 5	21–25 marks	The learner considers the strengths and limitations of the sources.	There is some analysis and evaluation of the sources in the specific and wider historical context.	The learner deploys the sources appropriately to support the judgement reached about the question set.
Band 4	16–20 marks	The learner develops a response which begins to discuss the strengths and limitations of the sources.	There is some analysis and evaluation of the sources with an awareness of the wider historical context.	The learner deploys the sources to support the judgement reached about the question set.
Band 3	11–15 marks	The learner uses most of the source material to develop a response.	There is some analysis and evaluation of the sources.	The learner begins to discuss the sources' use in the context of the question set.
Band 2	6–10 marks	The learner uses some of the source material to develop a response.	The learner begins to analyse and evaluate the sources but it is largely mechanical.	The learner attempts to comment on the sources' use but lacks context.
Band 1	1–5 marks	There is limited evidence of the use of the sources.	Sources are used for their content only.	
Award 0 marks for an irrelevant or inaccurate response.				

Candidates will be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

0 1

Using your understanding of the historical context, assess the value of these three sources to an historian studying the issue of emancipation during the period from 1861 to 1864.

Candidates will consider the value of the sources to an historian studying the issue of emancipation during the period from 1861 to 1864. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given, if appropriate, where that learning is used to show understanding of the historical context. Appropriate observations in the analysis and evaluation of the sources may include the following.

Source A The general historical context associated with the source is the status of slavery in American society, while its specific historical context may include reference to the start of the US Civil War in 1861. In the source, Butler raised questions he at once sees as embarrassingly political, and above his decision-making capacity. As a northern soldier, his opinion of the rebels is clearly drawn and provides useful insight into the psyche of northern soldiers at this early stage. His language and tone reveal his strong aversion to those responsible for secession. The political problem is vital as Lincoln was struggling with the issue of keeping the border states loyal, and any move on the lines that Butler was suggesting would wreck his moderate policy, at that stage, of avoiding decisions on the future of slavery.

Source B The general historical context associated with the source is the abolitionist movement in the North and the radical republican position, while its specific historical context may include reference to the Antietam campaign, where the south's strategic defeat persuaded Lincoln to issue the Emancipation proclamation a few weeks later. The source presents the abolitionist case and contends that the war is a judgement from God on the sin of the American nation in tolerating slavery. The confederacy is condemned as an independent nation wholly dependent upon slavery. The context of the civil war is given: the war has reached a critical point with Lee's invasion of Maryland and the threat to Washington is mentioned. The language and tone of the source could not be clearer on its partisanship. There is an implied criticism of Lincoln for dragging his feet on emancipation and that he should resolve the issue on moral grounds.

Source C The general historical context associated with the source is the emancipation policy of Lincoln, while its specific historical context may include reference to the uncertain situation in April 1864, which Lincoln freely acknowledges. This is before the Grant/Sherman campaigns in the summer of 1864. Lincoln is explaining his policy on emancipation: his long-term view of slavery, his early moderation, his caution in reining back his generals on the issue of emancipation, the border state strategy and the decision to go for emancipation after the Battle of Antietam. Lincoln's letter is candid: he was uncertain in 1862, and he acknowledges that events controlled him. A year later he is relieved that the advantages of emancipation have worked out so well. The language and tone is classic Lincoln: logical, an advocate in action, and astonishingly self-deprecatory. Emancipation was a gamble based on military necessity not morality.

Questions 2 and 3

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.

		Analysis and evaluation	Judgement	Knowledge	Communication
Band 6	26–30 marks	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
Band 5	21–25 marks	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
Band 4	16–20 marks	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
Band 3	11–15 marks	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
Band 2	6–10 marks		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
Band 1	1–5 marks		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.					

Candidates will be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

0 2 “The Confederacy’s economic problems were mainly responsible for its defeat in the civil war.” Discuss.

Candidates will offer a supported analysis of the Confederacy’s economic problems measuring their importance – in relation to other relevant issues – to their defeat in the civil war. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the Confederacy’s economic problems were mainly responsible for its defeat in the civil war may include the following.

- The lack of gold reserves and the northern blockade.
- The excessive printing of money and resultant inflation.
- The collapse of foreign investment.
- The destruction of the railway system.
- The embargo of cotton exports.
- The collapse of the economy by 1865 and its effect on morale.

Arguments that suggest that the Confederacy’s economic problems were not mainly responsible for its defeat in the civil war may include the following.

- The overwhelming strength of the northern economy.
- The material resources for war making gave the North a massive advantage.
- Military factors.
- The failure to secure foreign recognition.
- The effect of poor leadership.
- The impact upon home front morale.

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To what extent were the lives of African Americans improved by Reconstruction during the period from 1865 to 1877?

Candidates will offer a supported appraisal of Reconstruction across the specified period, measuring – in relation to other relevant issues – its contribution to the improvement in the lives of African Americans. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the lives of African Americans were improved by Reconstruction during the period may include the following.

- The end of slavery
- The 14th and 15th amendments, which granted the concept of equal citizenship.
- The impact of black voting and the experience of black people in public office in the reconstruction period.
- The impact of sharecropping and migration.
- Educational advances.

Arguments that suggest that the lives of African Americans were not improved by Reconstruction during the period may include the following.

- The corruption and inefficiency of Republican governments left a legacy of suspicion.
- The white backlash against reconstruction.
- The mixed economic results from sharecropping.
- The depression of 1873.
- The problem of enforcing amendments and the guarantee of civil rights.
- Segregation and the start of Jim Crow.