

UNIT 4**DEPTH STUDY 7****THE CRISIS OF THE AMERICAN REPUBLIC c.1840-1877****PART 2: CIVIL WAR AND RECONSTRUCTION c.1861-1877****MARK SCHEME****QUESTION 1****Marking guidance for examiners****Summary of assessment objectives for Question 1**

Question 1 assesses assessment objective 2. This assessment objective is focused on the ability to analyse and evaluate different ways in which aspects of the past have been interpreted. The total mark awarded to this question is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- advice on each 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 band 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 reaction to Abraham Lincoln's assassination in 1865.

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. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if previous learning is used to show understanding of the historical context if appropriate.

Candidates will consider the three sources in their historical context and might consider the value of the sources to an historian studying reaction to Lincoln's assassination in 1865. Knowledge of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made about the origin and nature of the sources including:

- Source A comes from a contemporaneous editorial in a southern newspaper. Whilst initially commenting on the horror of the assassination it then portrays Lincoln's death as justified retribution for his policies as President. He is accused of abuse of power and oppression trampling on the constitution, the law and common humanity in pursuing the war for the union. In particular the use of slaves in the Union army is a sore point. The President is also accused of unfeeling cruelty in prosecuting the war. The source does acknowledge, despite the criticisms, Lincoln's single-minded purpose in re-establishing the union. The language and tone of the document is almost entirely critical, references such as "destroyer of liberty", "oppressor of a free people", "fanaticism", "callous" make clear the biased nature of the editorial. Nonetheless the source is of value to an historian for its very clear southern perspective and an historian would be aware of the biased nature of the source.
- Source B comes from a northern newspaper from Lincoln's own home town in Illinois. The contrast in reaction to Source A is very clear. Lincoln's honesty, integrity and magnanimity are singled out for praise. There is a powerful assault on what it sees as the cause of the assassination, namely slavery and by implication the Confederacy. The source says that Lincoln had been democratically elected and was slain at the hour of his victory. The language and tone of the document makes clear its sympathies, portraying Lincoln very favourably, using phrases such as "pure and unsullied honour", "incorruptible integrity", "magnanimity of character" and excoriating his opponents. Nonetheless the source is of value in providing an insight into Northern views of the assassination and the context of the overwhelming public grief in the north during Lincoln's funeral is understood. An historian would be aware of the sympathetic and uncritical perspective likely to be displayed in a northern newspaper at this time.

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- Source C provides a foreign perspective from a contemporaneous French newspaper and as such it appears more balanced than either Source A or Source B. The source suggests that the assassination might undermine the policy of reconciliation adopted by Lincoln and is very aware of the context of the radical republicans whom it sees Lincoln as holding in check. It is concerned that the assassination might re-open old wounds and in some ways tarnish the achievements of the north in winning the war. The source accurately describes the impact of civil war and has a balanced approach to the dangers that the assassination posed. Its language and tone make that balance clear in its portrayal of a vicious civil war, Lincoln's moderation, the challenge of faction and the hopes of reconciliation. The source would be of value to an historian as it provides a contemporary, relatively detached perspective on Lincoln's death and its potential consequences.

Overall, candidates should provide an assessment of the value of the sources to an historian studying reaction to Lincoln's assassination in 1865 and are able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate sustained and accurate analysis and evaluation of source material with insight and discrimination</i> • <i>provide sustained focus on dealing with the sources in the context of the specific enquiry</i> • <i>offer a sustained judgment regarding the appropriateness of all the sources for the specific enquiry</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate a clear and accurate focus in the analysis and evaluation of source material with insight and discrimination</i> • <i>place the sources in the context of the specific enquiry</i> • <i>offer a clear judgment regarding the appropriateness of the sources for the specific enquiry</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate valid analysis and evaluation of source material with some insight and discrimination</i> • <i>attempt to place the sources in the context of the enquiry;</i> • <i>offer a judgment on the appropriateness of the sources for the enquiry which will be largely general in tone</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some appropriate comments regarding the analysis and evaluation of source material</i> • <i>make a limited attempt to place the sources in the context of the enquiry</i> • <i>offer a judgment on appropriateness of the sources, often through mentioning omissions</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>comprehend and extract from source material with limited analysis</i> • <i>offer a limited and brief judgment making tentative links to the historical context</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>comprehend and extract from some of the given sources</i> • <i>make some reference to the historical context</i>
Award 0 for incorrect or irrelevant answers		

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

QUESTIONS 2 AND 3

Marking guidance for examiners

Summary of assessment objectives for Question 2 and 3

Both questions assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to the question chosen is 30.

The structure of the mark scheme

The mark scheme for Questions 2 and 3 has two parts:

- advice on each 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 1.

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 band are displayed. Thirdly 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.

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.

**‘Confederate defeat in the Civil War was mainly due to superior Union resources.’
Discuss.**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Confederate defeat in the Civil War was mainly due to superior union resources. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which Confederate defeat in the Civil War was mainly due to superior union resources. In order to reach a substantiated judgement about this issue, candidates may argue that Confederate defeat in the Civil War was mainly due to superior union resources. The response might consider supporting the proposition by considering:

- northern advantages in reserves and manpower showed in large armies and an ability to sustain offensive action
- the economic and financial strength of the north in supplying munitions, the capacity to borrow and importantly to finance war
- the enormous navy which maintained a continuous blockade
- northern railway capacity was an important factor in a modern war – three times the amount of southern track.

Candidates might consider challenging the proposition in the question by arguing that Confederate defeat in the Civil War was mainly due to superior union resources. The response might consider:

- the quality of northern leadership, in particular Lincoln’s abilities compared to Jefferson Davis.
- mistakes in Confederate strategy and leadership
- the skills of the eventual northern winning team of Grant and Sherman
- the collapse of Confederate morale
- the role of Lincoln and his colleagues in sustaining Union morale and purpose in the face of adversity
- lack of foreign recognition of the Confederacy.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Confederate defeat in the Civil War was mainly due to superior union resources.

INDICATIVE CONTENT FOR QUESTION 3

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.

‘Life for Black Americans in the reconstructed South was substantially better in 1877 than it had been in 1865’. Discuss.

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the lives of the Black Americans in the reconstructed South was substantially better in the period 1865-1877. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which life for Black Americans in the reconstructed south was substantially better in 1877 than it had been in 1865. In order to reach a substantiated judgement about this issue, candidates may argue that life for Black Americans in the reconstructed South was substantially better in 1877 than it had been in 1865. The response might consider supporting the proposition by considering:

- the economic impact of reconstruction with share cropping, more land, mobility and improvements in living conditions
- the 14th and 15th amendments on civil rights
- the benefits of general prosperity in the South from 1867-1873
- the growth of welfare institutions, benevolent societies and trade associations for Black Americans
- the Church as a focal point of life for Black Americans
- Black participation in southern political life during reconstruction
- growth of black educational facilities.

Candidates might consider challenging the proposition in the question by arguing that in some respects the lives of Black Americans was not been significantly better. The response might consider:

- failure to guarantee black civil rights
- segregation still the norm in Southern Life
- world-wide glut of cotton after 1873 caused collapse in cotton prices
- growth of white resistance and the origins of the Ku Klux Klan
- corruption and inefficiency e.g. the Freedmen Bureau.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which life for Black Americans was substantially better in 1877 than it had been in 1865.

ASSESSMENT GRID FOR QUESTIONS 2 AND 3

Target: AO1

Total mark: 30

Focus: *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.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>have a specific focus on discussing the key concept in the question set</i> • <i>offer a valid and balanced discussion about the relationships between key features and characteristics</i> • <i>include specific supporting arguments leading to a substantiated, sustained and integrated judgment</i> • <i>provide an answer which is fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer a broadly balanced discussion about the relationships between key features and characteristics</i> • <i>include a range of supporting arguments to reach a substantiated and sustained judgment on the question set</i> • <i>communicate clearly with appropriate language and structure and appropriate spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise generally accurate and relevant historical knowledge</i> • <i>mainly focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question</i> • <i>attempt to provide supporting arguments to reach a broadly balanced judgment on the question set</i> • <i>provide an answer which is clearly expressed with appropriate language, structure and spelling, punctuation and grammar.</i>

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3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some accurate and relevant historical knowledge</i> • <i>have some focus on the key concept in the question set and show evidence of understanding by some analysis and explanation</i> • <i>offer some comments about the relationships between the key issues and features of the historical period</i> • <i>attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some general knowledge of the key issues in the period set</i> • <i>begin to show some evidence of limited understanding and explanation of factors</i> • <i>generally focus on the topic area and have some basic explanation of something in the question</i> • <i>have a limited attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>communicate some historical knowledge</i> • <i>limit answers to some comments on the topic with little understanding of the concept set in the question</i> • <i>show some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

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