



GCE MARK SCHEME (New specification - Wales only)

SUMMER 2016

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

2100U7-1

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2016 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 impact of slavery on the USA before the Civil War.**

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 impact of slavery on the USA before the Civil War. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis and evaluation of the sources including:

- Source A is a first-hand account from a freed slave about his experiences on a Louisiana plantation in the 1840s. The account is a bleak description of the grinding toll of labour, the meagre diet and the atmosphere of fear and violence. It has value as first hand evidence and was written up not long after the events described. As an unwilling participant in the institution of slavery, Northop's account is as compelling now as it was when published in the 1850s. Questions that may arise are whether his experience was typical, whether the plantation he worked in was unusual and whether there were other plantations where conditions were better and whether slaves were treated more kindly elsewhere. All these affect the value of the source to an historian. Nonetheless it is still a valuable account of slavery, however cruel or benign it was in practice. However in terms of impact candidates should be able to gauge the importance of this evidence compared to other evidence fuelling the anti-slavery debate which was gripping the nation and its politicians in the 1850s.
- Source B is a record of a speech by one of the leading black American abolitionists of the 1850s. The speech makes clear the salience of the slavery issue and the influence of slave power in politics. He mocks, only five years after the event, the Compromise of 1850. However he also draws attention to the impact of the Fugitive Slave Bill which ignited passions in the North and fuelled a revival of the abolitionist movement in the North, a development which kept the sectional pot boiling. Insight into the thinking and outlook of a prominent abolitionist is provided by the source. It is first hand evidence of the context in which meetings of this sort were being held in the North and reveals the importance of the anti-slavery movement. The source is a public speech and the use of language and its tone are significant - the image of oil and fire is evocative and the horror of slavery is conveyed with passion. Although first hand, Douglas is speaking to a captive audience which would have needed little persuasion. Equally, speeches of this kind are sometimes constructed to tell the audience what they want to hear and this was an anti-slavery society in the heart of the North. This may have some impact on the value of the source.

- Source C is a different speech, this time from an up and coming Republican politician seeking office and keen to make a name for himself. The date is significant, a time of rising sectional tensions after the Dred Scott case and the impact of the 1857 depression. The immediate context is the senatorial race in which Stephen Douglas and Abraham Lincoln were to hold their celebrated debates on the issue of slavery which would electrify the nation. This speech is a foretaste of what was to come. Lincoln aptly describes how the anti-slavery agitation is growing and vividly illustrates how the slavery issue will have to be resolved one way or the other. That Lincoln was an accomplished orator is clear from this extract where his logic and powerful use of language encapsulate the issues in a few sentences. The source also has value as first hand evidence on the seriousness of the slavery issue at this time, its effect on politics (note how Lincoln casually discusses the fate of the Union and dismisses the prospect of dissolution) and the thinking of Lincoln at a critical point in his career. It is a powerful source of great value to the historian studying the impact of slavery on the USA at this time.

Overall, candidates will assess the value of the sources to an historian studying the impact of slavery on the USA before the Civil War. 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.

## 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*

<b>Band 6 CHARACTERISTICS</b>		<i>Sustained and accurate analysis and evaluation of the given sources involving full and valid consideration of the content, provenance and tone of the sources; full understanding shown of the correct historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying a particular issue</i>
<b>B6H</b>	<b>30</b>	The response shows accurate and sustained source evaluation using the content and attributions to deal with the strengths and limitations of all of the given sources, setting the response in the correct historical context and covering all of the period set in the enquiry. There will be a sustained and fully substantiated judgement on the <i>value</i> of all three sources to an historian studying a particular issue.
<b>B6M</b>	<b>28</b>	The response shows mainly accurate and sustained source evaluation using the content and attributions to deal with the strengths and limitations of all of the given sources setting the response in the correct historical context covering all of the period set in the enquiry. There will be a sustained judgement on the <i>value</i> of all three sources to an historian studying a particular issue.
<b>B6L</b>	<b>26</b>	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 consideration of the content, provenance and tone of the sources; understanding shown of the correct historical context associated with the set enquiry; reaches a valid judgement regarding the value of the sources to an historian studying a particular issue in each of the three sources.</i>
<b>B5H</b>	<b>25</b>	The response shows accurate source evaluation using the content and attributions to deal with the strengths and limitations of all of the given sources, setting the response in the correct historical context and covering most of the period set in the enquiry. There will be a valid judgement on the <i>value</i> of all three sources to an historian studying a particular issue.
<b>B5M</b>	<b>23</b>	The response shows mainly accurate source evaluation using the content and attributions to deal with the strengths and limitations of all of the given sources with a clear attempt to set the response in the correct historical context. There will be a sound judgement on the <i>value</i> of all of the three sources to an historian studying a particular issue.
<b>B5L</b>	<b>21</b>	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 historical context of the set enquiry with some consideration of the content, provenance and tone of the sources; a sound judgement is seen regarding the value of all three sources</i>
<b>B4H</b>	<b>20</b>	The response is able to discuss the strengths and limitations of all three sources by focusing on their attributions, content and the historical context. The judgement on <i>value</i> will be clear and supported.
<b>B4M</b>	<b>18</b>	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the historical context. The judgement on <i>value</i> will be clear.
<b>B4L</b>	<b>16</b>	The response begins to show some characteristics of Band 4

<b>Band 3 CHARACTERISTICS</b>		<i>Mechanistic use of the content and attributions of the given sources to discuss their utility; begins to show some general awareness of the historical context relating to the set enquiry; limited judgement on the value of the sources will be seen</i>
<b>B3H</b>	<b>15</b>	The response is able to discuss the strengths and / or limitations of the three sources by focusing on their attributions, content and / or omissions. Any reference to the historical context will be limited. There will be a limited judgement on the <i>value</i> of all of the sources.
<b>B3M</b>	<b>13</b>	The response is able to discuss the strengths and / or limitations of some or all of the three sources by focusing on their attributions, content and / or omissions. Any reference to the historical context will be limited. There will be a limited judgement on the <i>value</i> of some of the sources – say two out of three.
<b>B3L</b>	<b>11</b>	The response begins to show some characteristics of Band 3 Should be used if there is only ONE ATTRIBUTION attempted

<b>Band 2 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content of the given sources to show their value; little understanding of the historical context is seen</i>
<b>B2H</b>	<b>10</b>	The response is able to discuss the strengths and / or limitations of some or all of the three sources by focusing on their content mostly; any references to the historical context will be general and vague. There will be a limited judgement on the <i>value</i> of at least one of the sources.
<b>B2M</b>	<b>8</b>	The response is able to discuss the strengths and / or limitations of some (say 2) of the three sources by focusing on their content and omissions with some imbalance; any references to the historical context will be very general and vague.
<b>B2L</b>	<b>6</b>	The response trawls through the sources.

<b>Band 1 CHARACTERISTICS</b>		<i>Copies or paraphrases from content or attributions of the given sources.</i>
<b>B1H</b>	<b>5</b>	Paraphrases from all of the three sources and/or attributions or plain narrative.
<b>B1L</b>	<b>3</b>	Copies from one or two of the three sources and/or attributions.
	<b>0</b>	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 the election of Abraham Lincoln as President was mainly responsible for the outbreak of 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 the election of Abraham Lincoln was mainly responsible for the outbreak of the American Civil War.

Candidates are invited to enter into a debate about the reasons for the outbreak of the Civil War. Learners will consider interpretations of this issue within the wider historical debate about the reasons for the outbreak of the American Civil War. Some of the issues to consider may include:

- Interpretation 1 argues that Lincoln's election was of fundamental importance in causing the Civil War. It underlines the sectional nature of Lincoln's victory and the mind-set of the secessionists who saw Lincoln's victory as meaning the abolition of slavery. The moderate southern voice is mentioned but Ashworth points out that this was drowned out by the hardliners. The interpretation here is strong on the southern reaction to Lincoln's victory and the perception of the north shared by the hardliners influencing events.
- In analysing and evaluating Interpretation 1 candidates might argue that Ashworth is a well-respected historian who has spent a lifetime researching the topic and who has deployed evidence to back up his views in a textbook which will have synthesised both primary and secondary material. It is a recent publication and can be presumed to be up to date on Civil War historiography. As an expert in his field Ashworth would be expected to be in command of the accumulated material which supports his view that there was a direct connection between Lincoln's victory and the secession of the southern states. Some could argue that even at that stage war could have been avoided if the North had backed down.
- Interpretation 2 argues that conflict was not inevitable and the election by itself need not have decisive. It argues that there had been attempts at compromise before and they had worked. Wright points out that Lincoln was eminently reasonable in public, presenting no threat to the institution of slavery. Wright does however point out Lincoln's firmness on not allowing the extension of slavery. Wright's interpretation is accurate in terms of Lincoln's thinking in 1860 but he underplays the perception of Lincoln in the South. The important issue is what the South actually perceived Lincoln's message to be. Many believed, rightly or wrongly, that Lincoln as leader of the Republican Party was out to destroy slavery.
- In analysing and evaluating Interpretation 2 candidates might argue that Wright was an eminent historian who specialises in studying the USA and its history. The textbook is a wide survey and has value as the product of a leading specialist. One issue which may be commented on in the attribution is Wright's conservative views as a British M.P. and whether this affects the value of his work. He plays down abolitionism as a minority interest which begs the question about why then it upset the South so much and there is no doubt that Wright was sympathetic to the southern point of view in his work which of course is not necessarily the same as agreeing with it.

- Candidates may show awareness of the wider historical debate surrounding the reasons for the outbreak of the American Civil War. In particular candidates should be aware of other interpretations such as the impact of the campaign for abolition, 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 the secessionists used Lincoln's election as the occasion for, rather than the cause of, secession.

Overall candidates will analyse both interpretations using their own understanding of the historical 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 Lincoln's election victory was responsible for the outbreak of the American Civil War.

## ASSESSMENT GRID FOR QUESTION 2

Target: AO3

Total mark: 30

Focus: *Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted*

<b>Band 6 CHARACTERISTICS</b>		<i>Sustained and accurate analysis and evaluation of the provided extracts 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 Holistic grasp – understand the issue set, the extracts and the wider debate: fully focussed on ATQS.</i>
<b>Use 30 as a reward for the 3 candidates at B6</b>		
<b>B6H</b>	<b>30</b>	The response fully integrates discussion of the content and authorship of both extracts together with knowledge of other possible interpretations to reach a valid judgement in relation to the view set in the question.
<b>B6M</b>	<b>28</b>	The response discusses the content and authorship of both extracts together with knowledge of other possible interpretations to offer a substantiated judgement in relation to the view set in the question.
<b>B6L</b>	<b>26</b>	The response begins to show some characteristics of Band 6
<b>Band 5 CHARACTERISTICS</b>		<i>Meaningful analysis and evaluation of the provided extracts to show how and why different interpretations have been formed in relation to the set enquiry; clear judgement seen regarding validity</i>
<b>B5H</b>	<b>25</b>	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. We need a firm grasp of the OPIs and evidence of thinking on the day – all codes x 2 would be evident.
<b>B5M</b>	<b>23</b>	The response discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; shows some understanding of other possible interpretations. We can accept some formulaic reference but we need 2 x AUTH WHY to indicate how interpretations are formed based on Content and Authorship of the extracts.
<b>B5L</b>	<b>21</b>	The response begins to show some characteristics of Band 5. We can accept formulaic response at B5L provided other aspects are covered in both extracts.
<b>Band 4 CHARACTERISTICS</b>		<i>Some valid analysis and evaluation of the provided extracts with some knowledge of other possible interpretations to reach a judgement on the specific enquiry; needs a reasonable grasp of the OPIs</i>
<b>B4H</b>	<b>20</b>	The response discusses the content and authorship of both extracts to offer a valid judgement on the given interpretation and shows understanding of other possible interpretations. Needs some references to both INTS and at least one AUTH WHY and to show an understanding of the OPI(s). We can accept formulaic response at B4H provided other aspects are covered.
<b>B4M</b>	<b>18</b>	The response discusses the content and authorship of both extracts to offer a valid judgement on the given interpretation and shows awareness of other possible interpretations. Needs some reference to AUTH.
<b>B4L</b>	<b>16</b>	The response begins to show some characteristics of Band 4

<b>Band 3 CHARACTERISTICS</b>		<i>Mechanistic focus on the content and authorship of the extracts to identify and compare interpretations; should show awareness of other possible interpretations; any judgement will be limited</i>
<b>B3H</b>	<b>15</b>	The response attempts to compare the content and authorship of both extracts to identify different interpretations; will show some awareness of other possible interpretations; will offer a limited judgement on validity. A limited judgement on validity does not need a firm grasp of the OPI –just an awareness
<b>B3M</b>	<b>13</b>	The response attempts to compare the content and authorship of both extracts to identify different interpretations; will offer a ‘bolt-on’ judgement on validity
<b>B3L</b>	<b>11</b>	The response begins to show some characteristics of Band 3

<b>Band 2 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content and authorship of the given extracts only</i> Two ways to get Band 2 – either 1. Comparing INT 1 and INT2 or 2. Attempting to use ONE extract to address the issue in the Question set
<b>B2H</b>	<b>10</b>	The response attempts to consider the content and authorship of both extracts to show differences between interpretations <b>OR</b> the response considers the content and authorship of only one of the extracts to show an understanding of the interpretation in the question set.
<b>B2M</b>	<b>8</b>	The response begins to use the content of both extracts to identify some of the differences between the presented interpretations <b>OR</b> the response attempts to consider the content of only one of the extracts to show an understanding of the interpretation in the Question set.
<b>B2L</b>	<b>6</b>	The response begins to show some characteristics of Band 2. Use also if they just do basic comprehension of the content of the extracts - but not the AUTH - and make very limited reference to OPIs

<b>Band 1 CHARACTERISTICS</b>		<i>Copies or paraphrases from the content of the extracts</i>
<b>B1H</b>	<b>5</b>	Basic comprehension and paraphrasing from the content of both extracts
<b>B1L</b>	<b>3</b>	Basic comprehension or copying from the content of one of the extracts
	<b>0</b>	Use for incorrect answers