



GCE MARK SCHEME

SUMMER 2019

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 2019 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 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.
- An assessment grid advising which bands and marks should be given to responses that 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. Third, 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 must 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 divisions in the American republic in the period from 1842 to 1855.

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 divisions in the American republic in the period from 1842 to 1855. 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 The general context here is the divisive nature of slavery. The source is from Charles Dickens's account of his experiences in his first visit to the US in 1842. Dickens was appalled by the violence of American society and the institution of slavery. In the source, he has identified the problem of 'slave power' as early as 1842. This was to be a recurring theme in American politics across the next two decades. Moreover, he has heard about the fierce reaction to the abolitionist movement as revealed by his description of the representative from South Carolina's opinion of an abolitionist's likely fate. The specific historical context here is the growing concern about the political influence of the slave owners and the reaction to the fairly new abolitionist movement. Divisions or threats to the unity of the republic have been clearly identified by an outside observer. The provenance of the source—an account by a British novelist relaying his first-hand experience of the state of the US in the early 1840s—should be commented upon. Dickens's bias is reflected in the language he has chosen to describe the slave owners and the sarcastic reference to the 'free South'.

Source B This source is an abolitionist poster displayed in a prominent northern city. The specific historical context to be identified is the impact of the Compromise of 1850, a major component of which was the Fugitive Slave Law. This had been an essential concession to the southern politicians supporting the Compromise. From the language used and sentiments expressed in the source, some measure of the ferocity of Northern reaction can be seen. It was a long-running sore, and valuable evidence of the divisions in American society after the Compromise of 1850 that was supposed to have resolved the potential for secession over the admission of new territories and the place of slavery within them. The provenance of an abolitionist poster should be commented upon as it is good evidence of the divisive issue of slavery in 1851. It may also be suggested that the language used reveals the strong feelings the issue aroused.

Source C This is a private letter from Abraham Lincoln to a friend in 1855. The general context of Lincoln's letter is the Kansas–Nebraska issue and the breakdown of the party system. This is the period of the growth of the new Republican Party had fully emerged by 1856. This emergence was by no means certain however, hence Lincoln's clear reference to the Know-Nothing Party that had suddenly emerged in the 1850s as a reaction to mass immigration and fears of papal interference in the US from Catholic migration, especially from Ireland. The strong Protestant flavour of the Republican Party was, in part, a reaction to the Know-Nothing Party, which had fizzled out by 1856. Reference to the specific historical context may be that Lincoln's letter also reveals his moral objection to slavery and his despair at the direction of politics in the early 1850s. The break-up of political parties, the flux of the mid-1850s and the debate on the extension of slavery underline the value of this source to an historian examining the divisions in the American Republic in the period up to 1855. The provenance of a private letter to a friend should be commented upon.

Overall, candidates will assess the value of the sources to an historian studying the divisions in the American republic in the period from 1842 to 1855. 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.

UNIT 2
MARK SCHEME 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 awarded to answers showing the appropriate characteristics.

Band 6 CHARACTERISTICS		<i>Sustained and accurate analysis and evaluation of the given sources; full understanding shown of the specific 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>
ASE OVER THE PERIOD SET		
B6S	30	The candidate provides accurate and sustained source evaluation using the content and attributions of each of the three sources, setting the response in the specific historical context and covering all of the period set in the enquiry. There is 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

Band 5 CHARACTERISTICS		<i>Meaningful analysis and evaluation of the given sources involving valid evaluation of the content and attribution of the sources; understanding shown of the specific 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>
ASE		
B5S	25	The candidate provides accurate source evaluation using the content and attributions of the three sources, setting the response in the specific historical context and covering most of the period set in the enquiry. There is 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.
B5L	21	This mark can be used if there is understanding shown of the specific historical context of one source only.

Band 4 CHARACTERISTICS		<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>	
GCX, V and/or U			
B4H	20		The candidate 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 is used to reach a reasoned judgement on value to an historian of all three sources. Occasional references to utility are acceptable.
B4S	18		The candidate 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 is present on some or all of the three sources although some general comments on utility may be seen.
B4C	16	The response begins to show some characteristics of Band 4 with the candidate discussing the general historical context. Mainly focussed on UTILITY but with a limited reference to value.	

Band 3 CHARACTERISTICS		<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>	
Mechanistic V, S&L and U			
B3H	15		The candidate is able to evaluate the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There is a mechanistic focus on evaluating the UTILITY and/or the VALUE of some or all of the sources. There is a limited judgement on all of the sources.
B3S	13		The candidate 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.	

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

Band 1 CHARACTERISTICS		<i>Copies or paraphrases from content or attributions of the given sources.</i>
COPYING / COMPREHENSION		
B1H	5	The candidate paraphrases the three sources and/or attributions or offers plain narrative.
B1S	3	The candidate 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 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.
- An assessment grid advising which bands and marks should be given to responses that 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 must 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 northern aggression was mainly responsible for the American Civil War?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Candidates 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 northern aggression was mainly responsible for the Civil War.

Candidates are invited to enter into a debate about the extent to which northern aggression was mainly responsible for the Civil War. They 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 This identifies the abolitionist movement as an aggressive northern crusade against the South. It provides a timescale from the 1830s to the occasion of secession. Owsley describes the movement as abusive and liable to portray southerners as monsters in the minds of northerners. He blames the resulting sectional divide on the North, causing fury and fear in equal measure in the South. The piece was written in 1941, hence the reference to Dr Goebbels. The contextual background is the growth of abolitionism and its impact upon northern politics and southern perceptions. Owsley also uses the John Brown raid as an example confirming the fears engendered by the abolitionist movement. In analysing and evaluating Interpretation 1, candidates may reflect that Owsley was an historian sympathetic to the South and the Southern agrarian life. His focus is on Southern history and the fact that it is published in a specialist journal on southern history should invite comment. It fits neatly into the tradition of apologias for the Confederacy so prevalent in the period up to the 1950s. The moral dimension of the slavery issue was side-lined by the revisionists writing at this time.

Interpretation 2 This firmly blames the South for the outbreak of the war. Reliance on force and overconfidence in its effectiveness are to blame for the slide into war. Southern leaders are accused of not thinking through the consequences of their recourse to violence: the facile assumption that the North would meekly accept secession once a show of force had been made is shown as wholly irresponsible. The contextual references here might be the history of secession and the steps towards it, especially between 1859 and 1861. In analysing and evaluating Interpretation 2, candidates may argue that Holden Reid is an eminent military historian who accepts the post-revisionist line of the 1960s and 1970s that the war was indeed about the defence of slavery and that recourse to war in a violent society was always a likely outcome. The textbook was 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 the First World War.

Candidates may show awareness of the wider historical debate regarding the causes of the civil war. As well as placing the interpretations of Owsley and Holden Reid within this debate, candidates should be aware of other interpretations such as the impact of the breakdown of the old party system, the failures of leadership in the North and South, the economic differences between the North and South and the view that states' rights was a key issue in the developing conflict. However, 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 wider 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 northern aggression was mainly responsible for the Civil War.

UNIT 2 MARK SCHEME 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.

Band 6 CHARACTERISTICS		<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>
ACX, WHD, OPI		
B6H	30	The candidate 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 candidate shows a 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 candidate 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 candidate explains why differing/different interpretations of the issue have been formed.
Band 5 CHARACTERISTICS		<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>
ACX, WHD, OPI		
B5H	25	The candidate discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; they show a clear understanding of other possible interpretations of the issue. The candidate shows a firm grasp of the wider historical debate regarding the issue.
B5S	23	The candidate discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; they show clear understanding of other possible interpretations. The candidate indicates how and why interpretations are formed based on the content and especially the authorship of the extracts.

Band 4 CHARACTERISTICS		<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>
ACX AND GCX OPI		
B4H	20	
B4S	18	
B4C	16	The candidate begins to analyse and evaluate the provided material to offer a judgement on the given interpretation; they show awareness of another possible interpretation.

Band 3 CHARACTERISTICS		<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>
AUTH GCX		
B3H	15	
B3S	13	The candidate attempts to consider the content of the provided material to identify different interpretations; they offer a 'bolt-on' judgement on the validity of the interpretation presented in the question.

Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content of the provided material only.</i>
B2H	8	
B2S	6	

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