



A-level HISTORY

Paper 2J America: A Nation Divided, c1845–1877

Mark scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

A-level History Paper 2 Specimen Mark Scheme

2J America: A Nation Divided, c1845–1877

Section A

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|----------|----------|--|-------------------|
| 0 | 1 | With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the emancipation of the slaves. | [30 marks] |
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Target: AO2

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

Generic Mark Scheme

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|------------|---|--------------|
| L5: | Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. | 25-30 |
| L4: | Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. | 19-24 |
| L3: | Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. | 13-18 |
| L2: | The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. | 7-12 |
| L1: | The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. | 1-6 |
| | Nothing worthy of credit. | 0 |

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

In responding to this question, students may choose to respond to each source in turn, or to adopt a more comparative approach. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

Source A: In assessing the value of this source, students may refer to the following:

Provenance

- the provenance of the source is from Lincoln's speech delivering the preliminary proclamation
- this precedes the final Emancipation proclamation that was issued in January 1863 and was made to his Cabinet.

Content and argument

- 'the gracious favour of Almighty God', picks out key reasons why the Proclamation was made and shows why Lincoln believed it was a legally, militarily and morally justified action. This comes not only out of Lincoln's beliefs but also the context of internal tensions in the Union due to the war's progress
- the source shows the determination to carry out the guarantee of freedom
- the source also demonstrates that Lincoln is not using the Emancipation to call upon the slaves in the South to rebel. Students may comment that although this may be what Lincoln would publicly declare, regarding the issue in private, Union leaders may have hoped for slave rebellion to damage the Confederacy's war effort.

Tone and emphasis

- the tone is such that Lincoln appears neither as a radical nor a believer in racial equality
- it is designed to be persuasive by conveying Lincoln's authority.

Source B: In assessing the value of this source, students may refer to the following:

Provenance

- the source is from a magazine published in New York and represents a Northern view of Southern attitudes.

Content and argument

- the source argues that Lincoln is detested in the South and that the Confederacy is doing all it can to thwart Emancipation
- the source argues that the danger of negroes interaction has been born out.

Tone and emphasis

- the tone of the sources is one of outrage at Southern attitudes and actions and partisan support for the Union
- the source quotes extracts from the 'Richmond Enquirer' but also non-attributed quotes from Southerners, calling Lincoln things such as an 'ape', a 'fiend', a 'beast', a 'savage', a 'highwayman'. These seem to have been chosen to cause anger amongst the readers of 'Harper's Weekly' as they slander President Lincoln.

Source C: In assessing the value of this source, students may refer to the following:

Provenance

- the source is written after the Emancipation Proclamation
- it is from a private letter in which Lee may be candid about a controversial issue.

Content and argument

- the source demonstrates the impact of Emancipation on the Confederacy with comment on the use of black troops by the North and the 'exhaustion' of the Confederacy and need to 'relieve' the white population as well as the impact of slaves absconding
- the source demonstrates that General Lee is in favour of the Confederacy using black troops and also offering emancipation. Students will be able to deploy contextual knowledge to assess Lee's view on slavery. The source seems in line with the evidence that General Lee was not a supporter of slavery and its defence was not his reason for aligning with the Confederacy
- students may assess whether Lee's view expressed in the source was typical of the views of others fighting for the Confederacy. They may discuss the use of slave regiments by the Confederacy to support the view expressed in the source.

Tone and emphasis

- the tone is polite, thoughtful and clear showing General Lee agrees in principal to the idea of black enlistment. The focus is clearly military, listing the advantages such an action would have for the Confederacy
- the last paragraph shows Lee's concern about the Confederate's position in the war, suggesting a degree of desperation. The Confederate's position was indeed grim at this stage with Union armies laying waste to much of the South and areas of Confederate control shrinking dramatically.

In summary these sources provide Lincoln's justification for Emancipation, Northern perception of how the preliminary Emancipation was received in 1862 by the people in the South and the longer term impact of the Emancipation on the Civil War. Students may conclude that there is much that a historian would find of value especially in terms of motivation of Lincoln and eventual impact on the Confederacy.

Section B

0	2	How important was western expansion in the deterioration of relations between the North and South by 1850?	[25 marks]
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Target: 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.

Generic Mark Scheme

L5:	Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement.	21-25
L4:	Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated.	16-20
L3:	Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist.	11-15
L2:	The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist.	6-10
L1:	The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment.	1-5
	Nothing worthy of credit.	0

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

In arguing that western expansion was important in the deterioration of relations between North and South by 1850 students may refer to:

- the Missouri Compromise maintained the balance between Free and Slave states, western expansion and the admittance of new states threatened this compromise.
- North/South divided over the war with Mexico and the Treaty of Guadalupe Hidalgo
- the Wilmot Proviso and Calhoun Doctrine
- the doctrine of popular sovereignty as a compromise idea to prevent a split between North and South, suggesting that the issue of western expansion was key
- the controversy over California and New Mexico.

In arguing that western expansion was not important in the deterioration of relations between North and South by 1850 students may refer to:

- the growth of Abolitionism in the North and Southern fears about this movement
- Southern anger at the North failure to abide by 1793 law regarding runaway slaves and the work of the underground railway
- Northern condemnation of slave trading in Washington DC
- the growing differences in population between North and South saw Northern domination of the House of Representatives causing unease in the South
- the economic differences between North and South saw growing disparity between what policies the two supported in terms of trade and industry
- the increasing move to voting being on sectional rather than party lines.

Students are likely to conclude that western expansion threatened to destroy the Missouri Compromise and that this did indeed increase tension but there were other factors including the laws regarding fugitive slaves that were also important as shown by the 1850 Compromise. At a high level students may conclude that although western expansion was in itself significant, it was the particular method of this western expansion under the leadership of President Polk, that provoked tension and that circumstances such as the 1849 gold rush brought matters to a head unexpectedly.

0 3 'Growing Abolitionist feeling in the North, in the years 1850 to 1860, caused the Civil War.'

Assess the validity of this view.

[25 marks]

Target: 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.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

In arguing that the growing Abolitionist feeling caused the Civil War, students may include:

- the popularity of Uncle Tom's Cabin (sold 300 000 copies in its first year of publication and a further two million copies in the next 10 years) showing growing concern about slavery in the North. It is believed to have been read by one in every four or five of readers in the USA. Lincoln, on meeting Harriet Beecher Stowe, is believed to have said 'so you are the little woman who wrote the book that started this great war'
- the John Brown raid of 1859 created Abolitionist martyrs and strengthened Abolitionist feeling in the North whilst also increasing the fear of Abolitionism in the South
- in the Lincoln-Douglas debate, Douglas portrayed Lincoln as an abolitionist
- abolitionist feeling was strong in the radical wing of the emerging Republican Party.

In arguing against the proposal that the growing Abolitionist feeling caused the Civil War, students may include:

- the Abolitionist movement was split especially over the issue of colonisation and this weakened its impact
- the fear of Abolitionist power and intentions created by the fire-eaters in the South was more significant than any of actual growth of Abolitionism in the North
- the 1850 Compromise was largely accepted and in 1852 the Democrats swept to victory on a ticket of resisting 'agitation of the slavery question under whatever shape or colour the attempt may be made'. Suggesting that anti-slavery feeling was not spreading
- tension leading towards war in the early to mid-1850s was based on Cuba and Southern filibustering, Kansas-Nebraska and the emergence of the Republican Party. The focus of sectional tension was over the expansion/non-expansion of slavery not Abolitionist demands
- key trigger for the war was Lincoln's election as President. Lincoln clearly stated he was not an Abolitionist. The South seceded as they saw his election as a symbol of their political voice and economic interests being over-ruled by the North
- State's rights and Secession were the key to the start of the War not the issue of slavery.

Students may conclude that there was growing abolitionist feeling in the North and many in the South feared 'Black-Republicanism' which they saw as a threat to their 'peculiar institution'. The popularity of 'Uncle Tom's Cabin', reaction to the Dred Scott Case and Harpers Ferry all pointed to the growing strength of abolitionist feelings in the North. However, the sectional tension can be seen as being more about the disagreements over the expansion of slavery into new territories, economic policy and state's rights. Students may also conclude that the reality of the strength of Northern abolitionist feeling was over exaggerated by the Southern fire-eaters and it was this that rushed the South towards secession.

- 0 4** To what extent did the position of African-Americans improve in the years 1865 to 1877? **[25 marks]**

Target: 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.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
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- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

In arguing that the position of African-Americans improved in the years 1865 to 1877 students may include:

- the ending of slavery by the Thirteenth Amendment opened up a new world of opportunity for African-Americans
- the passing of the Freedman's Bureau Act of 1866 offered a great deal of support and protection to the newly enfranchised African Americans. For example, the Freedman's Bureau opened schools which helped dramatically reduce illiteracy rates from 95% in 1865 to 81% in 1870
- thousands of African-Americans left the South, for example, during the 1870s over 15 000 African-Americans moved to Kanas to set up homesteaders
- the election of African-American politicians, e.g. Pinckney Pinchbeck, Hiram Revels and Blanche Bruce.

In arguing that the position of African-Americans did not improve in the years 1865 to 1877 students may include:

- the Black Codes introduced in many Southern states
- creation of, and actions of, vigilante groups such as the Ku Klux Klan
- the exploitative system of sharecroppers kept African-Americans in poverty, especially after the economic crash of 1873
- African-Americans moving to the 'free states' faced discrimination there
- the Compromise of 1877 allowed white supremacists in the Democratic Party to gain control of all of the Old South.

Students may conclude that the ending of slavery was a momentous moment in improving the position of African-Americans however, the period of 1865 to 1877 did not see the progress in Civil Rights that may have been expected. They may refer to the difficulties faced in terms of entrenched racist attitudes, in the South especially, and also the lack of political will to bring about real change citing the attitude of President Andrew Johnson.

