

**AS
HISTORY
7041/2J**

America: A Nation Divided, c1845–1877

Component 2J The origins of the American Civil War, c1845–1861

Mark scheme

June 2022

Version: 1.0 Final



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 Examiner.

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.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

- 0 1** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining attitudes to abolition in 1850?

[25 marks]

Target: AO2

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

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and having little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **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.

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 address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

Source A: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- the author, John Calhoun, a Senator from South Carolina and former Vice President, was one of the foremost defenders of slavery and of States' rights. He can be seen as an extreme voice and therefore not necessarily representing the views of all of the South towards abolitionists. Whilst valuable in giving the views on the impact of abolitionists of Southern extremists, the source is limited in giving a broader understanding of the impact of abolitionists
- the date of the source is valuable as this was Calhoun's final attempt to stand against abolitionism and compromise. He was too ill to deliver the speech and died shortly afterwards.
- the tone of the source is one of frustration, phrases such as 'disunion' and 'disaster' are valuable in showing how strongly the author fears the impact that abolition would have and that he has told Congress about this for a long time.

Content and argument

- Calhoun argues that abolitionist agitation over the issue of slavery will lead to 'disunion' if not stopped. Calhoun's view here is valuable in showing the extreme impact that some in the South feared the abolitionist movement could cause. The point is, however, limited by the fact that compromise was being struck at this time and abolitionists were in fact a small group
- Calhoun argues that he has warned both the Democrats and the Whigs about the dangers but nothing has been done. This is of limited value as although it is true that Calhoun has warned that abolitionism was a major threat for a number of years, neither party endorsed abolitionism and both sought support in both the North and South so tried to reduce sectional tension
- Calhoun claims that no attempt has been made to resist abolitionism, putting the Union in danger. This can be seen as limited given the use of the 'gag rule' and the seeking of compromise over the expansion of slavery and slavery in Washington D.C.

Source B: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- the author of the source adds value as William Seward was a leading abolitionist and therefore able to give an insight into abolitionism and the impact it sought to make
- the date of the source is valuable as it is made during the debate over the 1850 Compromise, a key moment when the impact of abolitionism can be measured. There is also limitation here as Seward argues against the Compromise which Congress passes and the growth of abolitionism is in part a reaction to the Compromise
- the tone of the source displays confidence from Seward that abolitionism will one day prevail across the Union. This offers value as following the events of the Mexican War and the growing fear of a Slave Power Conspiracy, more politicians had taken notice of the abolitionist cause, especially following the emergence of the Free-Soil Party in the 1848 election.

Content and argument

- Seward argues that the abolition of slavery was inevitable, on this point abolitionists were united; however, there was a notable division over whether there should be immediate or gradual emancipation. Seward favours gradual emancipation and so whilst valuable in showing the views of some abolitionists, it does not reflect the views of others such as Garrison
- Seward sees actions towards abolition bringing peace, whilst those that support slavery and its expansion bringing violence. This can be seen as valuable in showing some abolitionist intentions such as literature from abolitionists such as Frederick Douglass.
- Seward argues that he doesn't seek to impose abolition on the South and abolitionists will not seek 'any violent, unconstitutional, or unlawful measure' and that Congress will not 'usurp power to abolish slavery in the slave states'. Seward acknowledged the presence of slavery as a state right of the South and that abolition was a difficult process to achieve in the short term, whilst also reassuring the South that the expansion of slavery is the immediate problem; abolition would be a focus at a later time.

In arriving at a judgement as to which source might be of greater value, students might conclude that Source B is more valuable as it is given by an abolitionist at a time when abolitionism was growing and starting to have more of an impact. Alternatively, students may argue Source A is more valuable as it gives a greater insight into what the impact of abolitionism would be given the ardent opposition to it in the South.

Section B

0	2	'Tensions between North and South had been resolved by c1845.'
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Explain why you agree or disagree with 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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21-25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be 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.

Arguments supporting the view that tensions between North and South had been resolved by c1845 might include:

- the Missouri Compromise of 1820 had led to balance between non-slave and slave states leading to the peaceful addition of new states and a reduction in sectional tension
- a Compromise Tariff over the Nullification Crisis, like the issue surrounding Missouri, was successfully found by Henry Clay. Clay reduced the level of the 'Tariff of Abominations' meaning that the immediate crisis was averted and no further attempts were made to nullify Federal Laws, meaning that the 'Enforcement Act' was not required
- South Carolina stood alone in the Nullification Crisis, suggesting that there was no serious division between North and South otherwise other Southern States would have sided with South Carolina
- the addition of Texas to the Union in 1845 was another sign of successful Compromise with agreement that Texas would join as a single state.

Arguments challenging the view that tensions between North and South had been resolved by c1845 might include:

- the Tallmadge Amendment suggests that there were clear sectional divisions at the time of the Missouri Compromise, with this unsuccessful attempt to establish gradual emancipation in Missouri and prevent the movement of more slaves into the state
- the Nullification Crisis highlighted serious differences over economic policy between the North and South. The North wanted tariffs to protect their industry whilst the South feared they would damage cotton exports and lead to increases in prices of goods they wanted
- the growing sectional tensions between the North and South also laid with the South's increasing resentment to the modernisation of the North: the growth of urbanisation in the Northern states caused Southerners to accuse the North of abandoning true American principles, with 'immigrant-ridden cities' of Boston and New York not mirroring the small settlements of the South such as Charleston.
- the issue of slavery meant that through the period up to 1845, the North and South were always slightly at odds; the existence of an early abolitionist movement such as the American Anti-Slavery society and key figures such as William Lloyd Garrison caused tensions to continue.

Students can argue either in favour or against the statement. Students may deem that the Missouri Compromise and Henry Clay's intervention over the Nullification Crisis were a success and the period c1845 was one of relatively low tension between the North and the South. They may also cite other reasons for the North and South being on good terms, such as shared history and economic interdependence. Alternatively, students may challenge the successes of the Compromises, suggesting that the underlying causes of tension were not addressed and were left to resurface as westward expansion went beyond the Louisiana Purchase.

0 3 'In the years 1854 to 1859, 'Bleeding Kansas' did more to damage North-South relations than any other issue.'

Explain why you agree or disagree with 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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21-25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be 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.

Arguments supporting the view that in the years 1854 to 1859, ‘Bleeding Kansas’ did more to damage North-South relations than any other issue might include:

- ‘Bleeding Kansas’ was highly destabilising due to the violence that took place. The fighting and killing that took place between pro and anti-slavery groups is viewed by some as the first violent acts of the Civil War, as shown in the Sacking of Lawrence and the Battle of Black Jack.
- ‘Bleeding Sumner’ was seen as evidence in the North of Slave Power using brute force to silence their critics, whilst the South saw Brooks as a hero and he was sent hundreds of new canes
- The term ‘Bleeding Kansas’ became a rallying call for the newly formed Republican Party heading into the 1856 election, ultimately swinging more Northern states in favour of them in retaliation to the growing belief in a ‘Slave Power’ now existing in the territory of Kansas.
- the North saw actions in Kansas as evidence of a slave power conspiracy whilst the South saw it as evidence of the threat from violent abolitionists.

Arguments challenging the view that in the years 1854 to 1859, ‘Bleeding Kansas’ did more to damage North-South relations than any other issue might include:

- the Dred Scott case can be seen as being more significant as it ruled that slavery was allowed in all territories of the USA and that slave owners could take their slaves where they pleased. The ruling caused outrage in the North, further fuelling ideas of a Slave Power Conspiracy. In the South it was seen as evidence that the Constitution was on the side of slavery
- the Lincoln-Douglas debates can be seen as being really important in upsetting North/South relations with Lincoln’s ‘House Divided’ speech and Douglas’ Freeport Doctrine. Voting in Illinois was divided North/South in a way that would be replicated in the 1860 election
- Harper’s Ferry can be seen as the event that did most to upset the relationship between the North and the South as this attempt to take control of a Federal arsenal and arm slaves was the realisation of many in the South’s worst nightmares. The belief in the existence of the secret six and the South seeing all Republicans as supporters of Brown (even though the majority were not) caused a big increase in tension. This was further heightened by Brown becoming a martyr for the abolitionist cause.

Students can argue for or against ‘Bleeding Kansas’ as being the main cause in the deterioration of the relationship between North and South. In arguing for, students may look at the violence with people involved from a number of states and argue that this was a significant step from argument and rhetoric. In a counter argument, students may choose from a range of alternatives or build an argument based on a combination of these alternatives.