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AS

# History

America: A Nation Divided, c1845–1877

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

Mark scheme

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June 2017

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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.

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June 2017

America: A Nation Divided, c1845–1877

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

### Section A

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the economic issues affecting the Northern and Southern states? **[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 have 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 source comes from a speech by Senator James Henry Hammond of South Carolina, a major pro-slavery speaker from the state that had been at the forefront of Nullification and then later secession. He was a highly controversial character, the source is valuable as Hammond was an elected official who spoke for many in the South
- the source is an extract from Hammond's famous 'King Cotton' speech in which he reflected on the economic differences between the North and South that had been evident over many years. The speech is valuable as it was made during a moment of great sectional tension and when the South felt they could defend their economic system especially as 'Panic of 1857' impacted on the North and not the South.
- the emphasis and tone of this source is angry, highlighting the positives the South's economy had brought to the North. The language of the source shows the strength of feeling and superiority felt by some in the South, for example, talking of potential 'anarchy and poverty' in the North. This is valuable in reflecting Southern anger that the importance the Southern economy was not being recognised.

### Content and argument

- Hammond states that the North was economically dependent on the South, 'The South has sustained the North in great measure' and that the North played a secondary role in transporting Southern produce. This is valuable as it refers to the dominance of 'King Cotton' of US exports and the fact that the Northern business made a great deal of profit from transporting cotton and other goods
- Hammond argues that not only had the South been supporting economic prosperity in the North but also that the North would be plunged into chaos if the South were to leave the US economy
- Hammond goes on to draw the connection between economic and political stability, suggesting that only the calming influence of the South had prevented the North abandoning the Constitution and destroying their own 'peace and prosperity'. The value of this statement is in revealing an extreme, negative view of the North, however, its value can be questioned as Hammond did not reflect the view of all in the South.

**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 is Frederick Law Olmsted, a Northern journalist whose views were based on a number of years research in the South. The source is valuable as it gives the view of a man who has experienced both the North and the South
- the audience of the publication are likely to be Northerners and whilst the observations are based on earlier observations, they have been published at the time that North and South are going to war. These circumstances are likely to have affected the conclusions Olmsted has put forward and arguably reduce the value of the source in terms of objectivity
- the emphasis and tone is seemingly objective with evidence produced to support points based on the author's observations. This makes the source valuable as it highlights measurable economic factors that can be used in comparing the economy of the South to that of the North.

### **Content and argument**

- Olmsted presents the visible signs of prosperity in the North such as school houses and railroads. This is valuable as it gives an idea of what people of the time considered to be good indicators of a prospering economy and the author must have been confident that the readers would recognise his description of the North
- Olmsted then explains the differences in the South, both in terms of physical representations of prosperity and also in terms of the differing attitudes of the South and North to what was important. This is valuable in reflecting Northern views of the economic 'inferiority' of the South and what they perceived as the twisting of economic thinking in the South caused by slavery
- the evidence offered is valuable as it matches with our understanding of the economic differences between North and South in terms of railways, education and similar measures that historians use in comparing the two economies. The absence of the items mentioned however, are not the only way of determining comparative prosperity and could in part be explained away by the comparative size of populations, suggesting limitations to the value of the source.

In conclusion students may argue that Source A is the more valuable as it is the view of an elected representative from the South who was a wealthy slave owner (who owned over 300 slaves) and therefore likely to represent the views of the Southern people and have a real insight into the economic power of 'King Cotton'. Students may, however, see Source B as being more objective in terms of the arguments presented. Students are likely to present their knowledge of the economic situation in the South in terms of the value of cotton exports and the comparative economic development of the North and South. Any supported argument will be fully rewarded.

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**Section B**

**02** ‘The American Republic was politically stable in c1845.’

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 suggesting that the American Republic was politically stable in c1845 might include:**

- the states had a shared belief in the Constitution and fundamental beliefs in democracy and the republic. State governments largely mirrored the systems at Federal level
- earlier confrontation, such as the Nullification Crisis, had been largely pushed aside with attempts made to find compromise
- the Missouri Compromise was in place with tension between the North and the South being much reduced and the entry of new states being largely smooth
- the two major parties, the Democrats and the Whigs, both strove to be national parties with representatives and supporters in both the North and South.

**Arguments challenging the view that the American Republic was politically stable in c1845 might include:**

- there was a clear division over the issue of slavery and, in particular, its future in connection with Western expansion
- divisions existed between the North and South over the issue of tariffs and economic policy, given the competition the Northern economy faced from other countries such as Britain (leading to a desire for protective tariffs), whilst the South, a strong exporting economy, saw no need for tariffs
- the entry of Texas into the Union in 1845 caused a degree of tension and a temporary imbalance between the North and South in terms of number of states
- the size and nature of the population in the North was changing much more rapidly than the population in the South, leading to growing tension as the South started to believe that the North would come to dominate American politics.

Students may argue that c1845 saw America at a tipping point, moving from a period of relative calm and compromise and towards a period of greater tension. Students may focus on the long-term similarities in political beliefs and systems across the sections of America, or argue that the issues of difference, such as tariffs and slavery, were too significant for America to be viewed as stable.

- 03** ‘The outcome of the 1856 Election was the most important reason for the rise of the Republican Party by 1858.’

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**



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## 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 suggesting that the outcome of the 1856 Election was the most important reason for the rise of the Republican Party by 1858 might include:**

- the American Party national convention for the 1856 election saw the party split over the issue of the repeal of the Kanas-Nebraska Act, leading to a swelling of Republican Party support in the North. The election showed that the North viewed 'slave Power' as the threat to the union rather than Catholicism. The collapse of the American Party meant that the Republican Party went forward with great confidence
- Frémont won all but 5 of the free states and over 1.3million votes on a campaign based on the slogan 'Free Soil, Free Labour, Free Men, Frémont.' Coming second in the election, if he had won Pennsylvania and Illinois he would have become President
- 'Bleeding Kansas' and 'bleeding Sumner' in 1856 gave the Republicans a clear cause going into the election and papered over their divisions whilst the election brought out the divisions in the other Parties.

**Arguments challenging the view that the outcome of the 1856 Election was the most important reason for the rise of the Republican Party by 1858 might include:**

- despite the unpopularity of the previous Democrat President Pierce and the party seemingly facing inevitable defeat, James Buchanan was able to comfortably see off the challenge of both Frémont and Filmore gaining 174 Electoral College votes; the result could therefore be seen as a failure from a Republican view
- the Lecompton constitution in Kansas, and its backing by President Buchanan, led to an angry reaction in the North increasing Republican support
- the Presidency of Buchanan's (including his handling of the Dred Scott decision) pushed most Northerners into the republican camp, suggesting that it was this, not the 1856 Election, that was key to the growth of the Republican Party
- the Panic of 1857 bolstered Republican support based on their proposed economic policies and the Northern perceptions of the failures of the Democrats in dealing with the problems.

Students may argue that the 1856 Election was the key moment in the rise of the Republican Party as it was the break through moment in terms of electoral support and put the party on the national stage and saw them emerge as the main challengers to the Democrats. They may, however, argue that the key moment was earlier, such as the problems American Party in 1855 or later with the Dred Scott decision or the 1858 Election.