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# A-level History

7042/2J-Component 2J America: A Nation Divided, c1845–1877  
Mark scheme

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June 2018

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Version/Stage: 1.0 Final

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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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## 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.

**Component 2J America: A Nation divided, c1845–1877****Section A**

- 01** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the outbreak of the Civil War. **[30 marks]**

*Target: AO2*

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

**Generic Mark Scheme**

- 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.**

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

#### Provenance, tone and emphasis

- from President Lincoln, the first Republican President, whose key objective was to prevent the break-up of the Union
- the date is significant as President Lincoln is making his first speech as President following his election with no electoral college votes in the South, which had prompted some southern states to secede, starting with South Carolina in November 1860
- the audience of the speech would be the whole of the American people, as the speech would be reproduced and reported throughout the nation
- the tone is warm and reassuring, as shown by phrases such as 'We are not enemies, but friends'. Lincoln demonstrates empathy for those who are 'dissatisfied' aiming to reduce confrontation and reassure them.

#### Content and argument

- the start of the source points to the Constitution and states' powers meaning that the President's administration will have no power to restrict slavery and therefore the 'impulsive action' of secession
- the source is valuable in demonstrating that Lincoln was stating that if a war was to come it would be due to the Southern states acting as 'aggressors' and that he hopes to find common ground
- Lincoln argues that although some are dissatisfied that they are 'not enemies, but friends', which is valuable in suggesting that Lincoln still believed that a war at this stage was not inevitable and he was working towards avoiding it
- the source is valuable in demonstrating Lincoln's desire to reach compromise but also contains a warning of his willingness to stand up for the Union and 'preserve, protect and defend it'
- the source is valuable in demonstrating Lincoln's belief that there were many in the South who supported the Union, something he seemed to have overestimated when war came in 1861.

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

#### Provenance, tone and emphasis

- Sam Houston was a notable governor of Texas who had been President of Texas (twice) when it was an independent republic, Senator when it joined the Union and during the Mexican War. As one of the foremost political figures of Texas his view on secession is a valuable one
- the source is an extract from a speech, which significantly was not delivered (though the intended audience appears to be the people of Texas), which will impact on its value
- the date of the source is significant as Texas had just voted to secede, it was the 7th state to do so and the last before the attack on Fort Sumter

- the tone of the source is defiant, strongly stating Houston's individual position, demonstrated by the repetition of 'I'.

### **Content and argument**

- Sam Houston states that he does not accept the Convention has legitimate power, which is valuable in showing that there were those arguing against the process of secession in the South
- he argues that the rights of the Texan people are being denied and should reject the Convention's decision. The source is valuable as he shows the strength of his beliefs saying he is willing to give up his office and even his life to stop secession
- the final paragraph shows insight into what secession will bring with 'strife' and 'bloodshed', highlighting the belief that secession will lead to war
- the end of the source shows that Houston will do all he can to prevent 'calamity' but ultimately thinks that his actions will be in vain. This is valuable in showing a Southern view that firmly places the blame for the outbreak of war at the door of secessionists.

### **Source C: in assessing the value of this source, students may refer to the following:**

#### **Provenance, tone and emphasis**

- the author is a woman with a key insight into the actions of the leadership of South Carolina and the Confederacy making the source valuable
- the date is significant with the author being an eyewitness to the attack on Fort Sumter, which marked the outbreak of the hostilities in the Civil War
- the source is a diary which is significant as the audience is the author herself, making her more likely to truly reflect her feelings at the time
- the tone of the source is one of joy and excitement, suggesting strong widespread support for the outbreak of the war in South Carolina.

#### **Content and argument**

- the source talks of excitement, a large crowd and Colonels Chesnut and Manning as 'messengers of good news'. This is valuable in suggesting the people of Charleston supported the attack on Fort Sumter and were excited by this action against the Federal government
- the excitement of the people is captured with people watching events from roof tops and shouting about the fort being on fire. This is valuable in showing people's reactions to the events early in the War and comparisons could be drawn with people heading out of Washington to watch the First Battle of Bull Run
- the reaction of Colonel Chesnut is described, giving insight into the reaction of a senior member of the Confederacy, showing calmness and deliberateness of action
- the source ends with description of the general excitement of the people, giving an impression of a unified people feeling positively about the movement into a Civil War with seemingly no concern about what this will mean. This is valuable in highlighting the views of the people in South Carolina.

**Section B**

- 02** How accurately did popular literature and the press in the South represent Southern attitudes to abolitionism, in the years 1850 to 1854? **[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.

**Arguments/factors suggesting that popular literature and press in the South accurately represented Southern attitudes to abolitionism, in the years 1850 to 1854 might include:**

- the production of 'anti-Tom literature' such as '*The Planter's Northern Bride*' and '*The Sword and the Distaff*', can be seen as mirroring the Southern desire to defend their 'peculiar institution'
- reports of Northern resistance to the Fugitive Slave Law and efforts to free fugitive slaves, such as Anthony Burns in 1854, helped form Southern attitudes to abolitionism and therefore accurately represented them
- Southern politicians Calhoun, Jefferson Davis and other so called 'fire-eaters', spoke out against the dangers of abolitionism matching the views expressed in popular literature and press. This suggests that popular literature and press were accurately representing Southern views as they matched those expressed by elected politicians
- the South brought in stricter restrictions on slaves in a reaction to fears over the impact of abolitionist literature and activists, suggesting that press and literature were in line with the views of the people in the South regarding abolitionism.

**Arguments/factors challenging the view that popular literature and press in the South accurately represented Southern attitudes to abolitionism, in the years 1850 to 1854 might include:**

- 'anti-Tom literature' failed to sell in anything like the numbers of '*Uncle Tom's Cabin*' and certainly did not have the impact of '*Uncle Tom's Cabin*'
- 'anti-Tom literature', depicted abolitionists stirring up slave unrest and carrying out terrible acts, whilst in reality there was very little evidence of abolitionists having any notable impact amongst the slave population
- President Pierce's policies, including the Gadsden Purchase and attempts to purchase Cuba, suggest that the South had little to fear from abolitionism damaging their interests, this was not reflected in the Southern Press which gave an impression of rampant abolitionism in the North. The views expressed in the press did not match the views of many in the South
- only a minority of Southerners owned slaves and therefore the press and literature did not reflect the fears of many in the South but rather that of the planter class. Many in the South saw little to fear from abolitionism following the 1850 Compromise.

Overall, students can argue either for or against popular literature and press in the South exaggerating the South's reaction to abolitionism. Students might argue that the press and literature led to a strong reaction against abolitionism in the South rather than simply reflected it. Key debate is likely to focus around the reaction to '*Uncle Tom's Cabin*' and how abolitionism was portrayed to people in the South compared to the reality of genuine feelings in the South. Students may conclude that there was a genuine fear of abolitionism in the South or that the majority were more concerned with arguments of whether slavery would be allowed to spread into new territories than abolitionism.



- 03** 'Lincoln's planning for the future of the Union after the Civil War was too favourable towards the South.'

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**
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- 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/factors suggesting that Lincoln’s planning for the future of the Union after the Civil War was too favourable towards the South might include:**

- the Ten Percent Plan promoted by Lincoln was aimed at restoring the Union as quickly as possible and was opposed by Radical Republicans who proposed the Wade-Davis Bill, requiring a 50% rather than 10% to swear an oath that they had never voluntarily supported the rebellion
- Lincoln used the power of pardon for white Southerners who swore an oath of allegiance, whilst Radical Republicans wanted to see anyone who fought in the Confederate Army or held political office in the Confederacy to be excluded from the political office
- in his second inauguration in 1865, Lincoln spoke of ‘malice towards none’ suggesting he was going to create a generous peace for the South
- Lincoln was generous on matters of confiscation of property (other than slaves) and punishment of Confederate leaders
- many Radical Republicans initially welcomed Andrew Johnson becoming President as they believed he would be harder on the ‘traitors’ in the South than Lincoln had been.

**Arguments/factors challenging the view that Lincoln’s planning for the future of the Union after the Civil War was too favourable towards the South might include:**

- Lincoln fought the Civil War to prevent the break-up of the USA, his plan for Reconstruction was to quickly reinstate the Union, this policy was therefore consistent rather than favourable
- States were required to accept the end of slavery before they could form governments and rejoin the Union
- Lincoln had not brought a single rebel state back into the Union before his death in 1865
- Lincoln pushed for the Thirteenth Amendment which permanently removed slavery from the USA which was not favourable to the South.

Students may reach conclusions either in favour or against the statement. Students may argue that Lincoln was out of step with the Radical Republicans and too favourable towards the South, highlighting the limited requirements of the Ten Percent Plan and the lack of punishment for those who had led or fought in the rebellion. Alternatively, students may argue that Lincoln’s actions were in-line with most in the North and that he sought a just and sustainable peace that was neither overly harsh nor too favourable. An alternative approach student may take could involve some comparison between Lincoln and Johnson in terms of how favourably they treated the South.

- 04** 'The 'Redeemers' were motivated by the desire to remove corruption from politics in the South, in the years 1868 to 1877.'

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.*

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- 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/factors suggesting that the ‘Redeemers’ were motivated by the desire to remove corruption from politics in the South, in the years 1868 to 1877 might include:**

- the ‘Redeemers’, when in power, sought to reduce politicians’ salaries, reduce sessions of legislatures and cut state debts in an attempt to reduce corruption
- the ‘Redeemers’ reduced public money contributions to railroad companies and corporations, as bribery by these companies to politicians was seen to be widespread
- the Freedmen Bureau was seen as being corrupt and encouraging a culture of dependency
- Carpetbaggers were seen as profiting at the South’s expense and Republican politicians were seen to be using their powers to benefit themselves and their supporters.

**Arguments/factors challenging the view that the ‘Redeemers’ were motivated by the desire to remove corruption from politics in the South, in the years 1868 to 1877 might include:**

- the ‘Redeemers’ were motivated by the desire to impose ‘white supremacy’ in the South and focused on preventing black people from voting
- the Redeemers’ use of violence against freedmen, for example, in Louisiana in 1868, and creation of paramilitary organisations show that the movement was focused on forcing out Republicans and gaining power at any cost rather than removing corruption
- the Redeemers’ organisations, such as the Red Shirts and White League, practised electoral fraud in the South from 1868 suggesting they were responsible for, rather than opponents of, corruption
- there was a religious element to ‘redeeming’ the South with the aim of purging the South of its sins and promoting a new religious morality which saw the South become the ‘bible-belt’
- the Redeemers’ motivation was economic with the fall in prices of cotton in the 1870s causing a great deal of hardship in the South. The ‘Redeemers’ blamed the Republicans for this.

Students may come to a judgement for or against the statement. They may argue that first and foremost the ‘Redeemers’ were motivated by their desire to establish ‘white-supremacy’ and that accusations or corruption were simply a cover for the real reason why they drove Republicans from office and stopped black people from voting. On the other hand, students may argue that historians have highlighted the level of corruption in the South during this period and that it will have therefore played a role alongside other reasons for the actions of ‘Redeemers’.