
AS
HISTORY

Paper 2J America: A Nation Divided, c1845–1861

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

AS History Paper 2 Specimen Mark Scheme

2J America: A Nation Divided, c1845–1861

Section A

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|----------|----------|--|-------------------|
| 0 | 1 | With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining why there was sectional tension c1845? | [25 marks] |
|----------|----------|--|-------------------|

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: | 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 of 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

- this source is from a speech at the Democratic Association
- the Democratic Association was a political rival of the Whigs
- its tone is highly partisan, emotive and resentful.

Content and argument

- the source strongly suggests that the South felt under threat based on a growing fear of abolition
- the source is an attack on Clay and his supporters and shows the degree of anger amongst the Democrats.

Contextual knowledge should be used to assess the validity of these points, for example:

- reference to the context and time of the speech to corroborate and/or challenge the degree to which it is representative of Southern concerns
- to corroborate and/or challenge the validity of the characterisation of the Whigs and relationships with Abolitionists
- to assess whether the South had been depicted amongst northerners in the manner described

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

Provenance and tone

- the source is a section of a public speech in which Clay is trying to portray himself as a moderate and appeal to both North and South
- the style is that of a skilled orator, shown by the way he seems to be going in one direction but then turns the points he makes on their head. The start of the speech would play well with the North, but the end places him in line with those who back slavery and the constant warnings of the potential dire consequences of emancipation.

Content and argument

- Clay acknowledges that slavery is a great evil and wishes there were no slaves in the United States
- he defends the status quo on the grounds of political realism
- he argues that emancipation is a greater danger than the existence of slavery.

Contextual knowledge should be used to assess the validity of these points, for example:

- reference to the time and context of the speech in relation to prevailing tensions around slavery
- to assess the extent to which Clay's views were generally representative of opinion about slavery amongst those in the North
- to corroborate the extent to which Clay is accurate in suggesting the difficulties surrounding emancipation

In arriving at a judgement as to the relative value of each source, students may conclude that (e.g.) Source B is the more measured, balanced and less emotive, but that Source A clearly indicates the fear and concern felt by elements in the South. Both are of value and any supported argument as to relative value should be fully rewarded.

Section B

0 2 'By the end of 1855 division between North and South was beyond repair.'

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.

Students may use the following to show agreement with the statement:

- Uncle Tom’s Cabin stirred abolitionist feeling in the North and defence of slavery in the South leading to increased sectionalism which appeared unrepairable
- by 1855 the Whig Party had collapsed and there were serious division in the Democrat Party and serious division in Congress
- events in Kansas in 1854–1855 demonstrated the depth of division.

Students may use the following to show disagreement with the statement:

- President Fillmore’s administration following the 1850 Compromise (1850–1853) was a period of relative tranquillity
- Douglas did not intend to increase sectionalism over Kansas-Nebraska and accusations of a slave power conspiracy were misplaced
- there remained significant commitment to the union.

Students may conclude that although relations between the North and South were very poor, there was little evidence of succession in the South.

0 3 'The election of a Republican President was the main reason for the outbreak of the Civil War.'

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 |
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| 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.

Students may use the following material to show agreement with the statement:

- Lincoln winning the Presidency was the trigger for secession which signalled the start of the war. With Lincoln winning the presidency with no support in the South, Southern fears of Northern domination seemed to be confirmed
- Lincoln had been portrayed as an abolitionist throughout the South following the Douglas-Lincoln debates in 1858
- Lincoln made no effort to reassure Southerners during the campaign.
- Lincoln's belief in a 'slave power' conspiracy meant he was unwilling to make concession to the South that may have prevented secession and prevented war.

Students may use the following material to show disagreement with the statement:

- Lincoln's election posed no immediate threat. He had promised he would not interfere with slavery where it was already in place
- Lincoln due to Democrat control of Congress and limited Presidential power was not in a position to do anything about slavery even if he wanted to
- the causes of the split and sectionalism that would lead to the war had been building for a long time and would soon have come to ahead even without Lincoln's election
- or alternatively that there was still the chance of compromise and preventing the war, Lincoln's inauguration speech can be seen as conciliatory. Only the actions at Fort Sumpter arguably made war unavoidable.

Students may conclude that Lincoln's election was a symptom of growing sectionalism and division rather than a cause of it. His election did however give great ammunition to the fire-eaters in the South who wanted to take the radical step of seceding. Alternatively students may argue that the election of Lincoln was the key moment in turning a dispute that had spanned decades into all out conflict. They may suggest that this was the case as the election of a President with no Southern support was the nightmare scenario for many Southerners and their perception of Lincoln made secession the only option, whilst Lincoln's view on secession then brought war closer.

