

---

# A-LEVEL

## History

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

Mark scheme

---

7042

June 2017

---

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 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)

June 2017

A-level

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 President Johnson and Reconstruction. **[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

- the speech is made by Charles Sumner who was most famous for being beaten unconscious by Preston Brooks in 1856. Students are likely to suggest that Sumner is likely to be hostile towards the South and Johnson. The source is valuable in giving a radical Republican view but unlikely to offer any balance
- the speech was delivered 6 months after the end of the Civil War and Johnson had already granted thousands of pardons to Southerners and restored their property
- the speech was made in Boston where there was a great deal of support for Radical Republicans. It is likely that the audience who attended the meeting were likely to share Charles Sumner's view
- the emphasis and tone is clearly critical of the South, using terms such as 'treasonably deserted' but is critical in a more measured way on Johnson, suggesting the negative impact he was having may have been done 'unintentionally'.

### Content and argument

- Sumner argues that the South should not be quickly pardoned and its representatives not allowed back into Congress until the Union could be sure they had reformed: 'They must not be allowed to enter those halls which they treasonably deserted, until we have every reasonable assurance of future good conduct'. There was certainly disquiet amongst Sumner and others as the South was represented by men who had been key in the Confederacy, including Stephens (former Confederate Vice Presidency) and Confederate Generals and Congressmen when Congress met. The source is valuable here in showing the distrust amongst some in the North of the Southerners re-entering Congress
- Sumner goes on to argue that he does not want to be overly harsh or delay reconstruction of the USA, 'I desire to disclaim every sentiment of vengeance and thought of delay in admitting these states to their accustomed places'. This suggests that Sumner does not want to punish the South, but this is not fully supported by the rest of the source or his radical position; it was, however, the position of many Republicans. The source is valuable here in showing the over-arching desire to move forward following the war. The value is, however, limited as it is not convincing that Sumner truly holds this view
- the problems between the North and South at the time are blamed on Johnson 'whether intentionally or unintentionally, he interposes delay and keeps the chasm open'. This gives some insight into the clashes between Congress and the President that were to come and therefore is very valuable to a historian. These divides are not, however, fully explained here

- Sumner suggests that the Confederates had no reason to expect ‘to save a fraction of their property’ or to ‘pass at once into the partnership of government’, suggesting that Johnson was making too many concessions to the former Confederacy. The supporters of the former Confederacy did, however, expect to keep their land and regain their political position and Johnson would support them in this.

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

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

- ‘Harper’s Weekly’ was a key publication in America at this time. It had covered the Civil War in a moderate way and was therefore likely to follow a conciliatory line and see Johnson as a positive force for compromise. Radical Republicanism was a minority view at the time and therefore a more moderate view is valuable to historians looking to measure the public mood
- it was read in both the North and South and therefore was unlikely to want to anger anyone with a strongly sectional editorial. This leads to an editorial that emphasises areas that people can agree on, which again suggests the source is valuable. It is, however, limited in terms of giving a clear Southern or Northern view
- the editorial was written in December 1865; by this point Johnson had already pardoned thousands but had not offered a universal pardon, and Congress was yet to meet and challenge his actions. The source therefore pre-dates the clashes between Johnson and Congress which limits its value
- the emphasis and tone in relation to Johnson is positive, describing him as ‘full of a determination’ and talks of his consistency and belief in equality. This could be seen as being of limited value when put in the context of Johnson’s reputation.

### **Content and argument**

- the editorial points out that people were worried that Johnson would side with Democrats (a party which he had been a member of in the past) and show ‘fatal leniency’ to the former Confederates. This editorial argues that he did not do either but many believe he was guilty of both during his Presidency, which may suggest limited value
- the editorial argues that ‘the rights of freedom which the war has conferred upon a certain class of the Southern population’ will be maintained, suggesting that Johnson would uphold the freedom of the emancipated slaves, but that can be challenged by examining his actions as President, in particular his attacks on the Freedman’s Bureau
- it states that the President expresses himself ‘in his own way’, suggesting that it is idiosyncratic and possibly not fully clear but that his message was always the same. This positive interpretation of Johnson’s attitude is difficult to reconcile with the events of the time with ‘black codes’ being created in the former Confederacy against which he was doing little to prevent (though he did not approve of all of them)
- the last two sentences suggest that Johnson’s commitment to reconstruction was not absolute with the phrases ‘will depend upon events’ and ‘under certain conditions’ suggesting he was willing to make concessions to former Confederate States where necessary. Tennessee was Johnson’s home state and the only former Confederate State to support the Fourteenth Amendment.

---

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

**Provenance, tone and emphasis**

- the source is the official ‘full pardon’ for all involved in the Confederacy’s rebellion against the Union issued by President Johnson on Christmas Day 1868. Johnson here completed a series of earlier actions he had made to pardon large groups of people from the Confederacy. The Proclamation was issued on Christmas Day, aiming to appeal to the Christian ideas of forgiveness and good will; this is valuable as it suggests that Johnson is using all means necessary to get this passed
- President Johnson was a ‘lame duck’ President at this point, having survived impeachment but not been reselected by the Republican Party (Grant won the Presidential election in November 1868). President Johnson had been at loggerheads with Congress for a number of years
- by using a Proclamation, Johnson was able to bypass Congress. The large Republican majority had been using their votes to block his measures and overturn his veto on issues such as the Civil Rights Act. The source is valuable in demonstrating a method used by the President to get around Congress’ veto
- the emphasis and tone of the Proclamation is focused on the ideas of conciliation and unity. It also clearly sets out the legal authority that he has to issue the pardon. This is valuable as it suggests that Johnson is anticipating opposition, though the extent of this opposition is not clear.

**Content and argument**

- the President states that the Proclamation is the latest in a line of proclamations that had offered amnesty to those connected to the rebellion. This was certainly true, as a series of proclamations had been issued from 1865 onwards suggesting the source is valuable
- the source states that the earlier restrictions on who was pardoned were ‘prudential’ and ‘deemed necessary and proper’ and could now be ‘wisely and justly relinquished’ this suggests that the President was not acting rashly and in the best interests of the country. This view could be challenged based on the fact that his resistance to reconstruction had led to him facing impeachment, suggesting limits to the value of the source
- the totality of the pardon is made fully clear ‘with restoration of all rights, privileges, and immunities under the Constitution’ meaning that there would no longer be any restrictions on positions or offices that people could obtain. Previously those who had held senior positions in the Confederate Army or refused to swear an oath of allegiance. This is valuable as it demonstrates how full the amnesty was
- the aim of the Proclamation is stated as being ‘to secure permanent peace, order, and prosperity throughout the land, and to renew and fully restore confidence and fraternal feeling among the whole people, and their respect for and attachment to the National Government’. All this suggests that the aim was to both remove sectional tension and restore faith in the Federal Government. The re-admittance of eight Confederate states by June 1868 suggests that there was a growing level of reconciliation; however, there was a great deal of tension in the South with those who sought to redeem the South and those who supported the Republicans.

**Section B**

- 02** How significant were the differences between the Northern and Southern states c1845? **[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 there were significant differences between the Northern and Southern states c1845 might include:**

- Southern states' economy was based on cash crops, tobacco, sugar and in particular cotton – this meant farming in the South was based on large plantations and significantly different to farming in the North. This meant the Southern states favoured low levels of tariffs whilst the Northern states wanted high levels of tariffs to protect their industry against European imports; this difference was highlighted in the Nullification Crisis
- the North's workforce was based on the principle of free labour whilst the Southern economy was largely based on slave labour
- literacy rates in the North, especially in New England, were very high (95% of the adult population) whilst in the South, literacy rates were low in the white population (80% of adults) and literacy was actively discouraged by the plantation owners amongst the slave population
- the North was an increasingly urban society whilst in the South there were very few towns. The Northern urban areas were swelled by waves of new immigrants, whilst there was relatively little new immigration into the South. All this meant that Northern and Southern society became notably different.

**Arguments/factors challenging the view that there were significant differences between the Northern and Southern states c1845 might include:**

- the states in America all adhered to a capitalist system and had a shared currency. This meant that there was a great deal of trade between the states as they shared a large internal market – this meant that there was a close inter-relationship between different states in their economic activity, for example, finance and shipping industries in New York and cotton producers in Virginia. This meant that different states had shared economic interests
- America was predominately an agricultural nation with more of the population in both the North and South working in agriculture than in any other industry
- American culture was built around the ideas of self-reliance and hard work. The dream of making your fortune drove immigration into America and the frontier spirit that fed into Westward expansion in the 1840s
- the North and South shared political structures and systems along with shared beliefs in key freedoms (for white middle class men at least).

There were both similarities and differences across the states; at the higher end students may talk about there being many Souths and many Norths with variations across the sections as well as between them. Students are likely to stress the key differences of slave versus free in terms of workforce and the greater industrialisation in the North and compare the significance of these differences with the key similarity of the political and economic systems that existed across America. Candidates may alternatively focus mainly on the differences as directed by the question and evaluate how significant these differences are reaching judgements about the degree of difference.



- 03** How important were the Lincoln-Douglas debates in the increased sectional tensions of the years 1858 to 1860? **[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 the Lincoln-Douglas debates were important in the increased sectional tensions of the years 1858 to 1860 might include:**

- Douglas was a significant figure in the Senate, having played a key role in the 1850 Compromise and the Kansas-Nebraska Crisis; therefore a challenge to his position in the Senate attracted national attention. Douglas was seen as a potential future Presidential candidate and this again increased sectional tension
- the debates were seen as a test for whether the Democrats could successfully address the issue of slavery and remain a united national party. Douglas' support of the Freeport Doctrine in the debates did much to damage his support in the South and increase sectional tension, especially as it damaged the chances of the moderate Douglas gaining the Democrat nomination in the future
- Lincoln's attacks on slavery as immoral and conviction that it should face 'ultimate extinction', as expressed in his 'House Divided' speech, played a role in increasing sectional tension immediately, and the South's memory of his stance was hugely significant when Lincoln stood for and won the Presidency in 1860
- Lincoln's attack on Douglas' policy of self-determination as a mechanism for expanding slavery convinced many in the North of the continued threat of slave power. Lincoln emerged from the debates as a champion of the Republican Party and the North and won the popular vote but not the seat in Illinois.

**Arguments/factors challenging the view that the Lincoln-Douglas debates were important in the increased sectional tensions of the years 1858 to 1860 might include:**

- Lincoln and Douglas were not actually that far apart on issues of race, slavery and slavery expansion and were both trying to display themselves as moderates in the middle ground
- the debates were arguably not as significant in raising tension as the John Brown's raid, which convinced many in the South that the Republicans were all abolitionists
- the Congress, which met in December 1859, divided on sectional grounds with the two sides blocking each other's proposals showing a significant increase in sectional tension
- the poor leadership of Buchanan and his clashes with Douglas over the Lecompton Constitution were highly significant in splitting the Democrat Party, meaning that there was no longer a united national party.

Students may conclude that the Lincoln-Douglas debates played a significant role in both splitting the Democrat Party and launching Lincoln as a national figure and potential future President. The debates saw Lincoln attack the morality and long-term future of slavery, which would in part prompt the secession of states in 1860 when he was elected. The debates also highlighted the divisions of the Democrats with Douglas at different stages angering the South (over the Freeport Doctrine) and the North by being seen to be defending slavery. Students will weigh the significance of the debate against the other events such as John Brown's raid and the actions of President Buchanan. They may determine that the significance of the debates came from the impact on the careers of the two participants rather than the issues it raised. High level answers need to deal with the significance of the Lincoln –Douglas debates (as the focus of the question) in detail as well as looking at other factors.

**04** ‘The Battle of Gettysburg was decisive for the outcome of the American 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.

**Arguments/factors suggesting that the Battle of Gettysburg was decisive for the outcome of the American Civil War might include:**

- the Confederate army lost 28,000 men at the Battle of Gettysburg, a number that they could not afford given the fact that the much bigger Union army lost 5,000 fewer men
- the Battle of Gettysburg destroyed Lee's aura of invincibility damaging Confederate morale and boosting the Union. Lee offered his resignation following the battle and his reputation as a general was permanently damaged by Pickett's Charge
- Lee and his army never penetrated as far into Union territory again
- Gettysburg was a key turning point in terms of tactics: Lee from Gettysburg onwards was forced onto the defensive, trying to make Union victories come at a high a cost (hoping this would impact on the 1864 Election) rather than seeking a knock out blow himself.

**Arguments/factors challenging the view that the Battle of Gettysburg was decisive for the outcome of the American Civil war might include:**

- even if Lee had won at Gettysburg he would have not been able to maintain his army in the North for long, and would not have been able to hold a Northern city for any length of time
- the Union army was winning significant victories in the West (e.g. Vicksburg) which meant that Union morale was unlikely to collapse even if they had not won at Gettysburg
- Gettysburg did not make military defeat of the Confederacy inevitable as Meade failed to follow up his victory and Lee's army were able to retreat and regroup
- other battles can be seen to have a greater impact, e.g. Vicksburg where 30,000 confederate prisoners were taken or Antietam where Union victory was followed by the Emancipation Proclamation.

The Confederacy was certainly forced onto the defensive following Gettysburg and Lee's aura of invincibility that had lead to such a cautious approach from the Union in the east was certainly dented. There was, however, still a great deal of fighting left to be done and the Confederacy was far from beaten. Gettysburg may well be supported as the battle that saw the most decisive swing in the fortunes of the Union and Confederate army or students may point to other battles, notably Antietam, which was followed by the Emancipation Proclamation. High level answers need to deal with the significance of Gettysburg (as the focus of the question) in detail as well as looking at other factors.