



GCE MARK SCHEME

SUMMER 2017

HISTORY - UNIT 2
DEPTH STUDY 7: THE CRISIS OF THE AMERICAN
REPUBLIC, c. 1840-1877

PART 1: SECTIONAL DIFFERENCES AND THE ROAD
TO CIVIL WAR, c. 1840-1861

2100U70-1

INTRODUCTION

This marking scheme was used by WJEC for the 2017 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

UNIT 2

DEPTH STUDY 7

THE CRISIS OF THE AMERICAN REPUBLIC, c.1840-1877

PART 1: SECTIONAL DIFFERENCES AND THE ROAD TO CIVIL WAR, c.1840-1861

MARK SCHEME

Marking guidance for examiners for Question 1

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focused on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- advice on the specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 2.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Thirdly a final mark for the question can then be awarded.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the increasing tensions in the USA in the period 1854-1858.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of primary source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the primary sources in their historical context. To judge value to an historian, there should also be analysis and evaluation of the content and the authorship of the primary sources.

Candidates will consider the value of the sources to an historian studying the increasing tensions in the USA in the period 1854-1858. Understanding of the historical context should be demonstrated to analyse and evaluate the value of the sources to the particular enquiry. Appropriate observations in the analysis and evaluation of the sources may include:

- Source A is a poster from opponents of the Kansas-Nebraska Bill. The date of the poster is 1854, the year Stephen Douglas introduced the bill to Congress. Candidates should explain the concept of popular sovereignty and why the bill aroused such strong passions, effectively wrecking the 1850 Compromise and smashing the two party system. It led to a civil war in miniature in the affected territory between opponents and supporters of a free state. The language in the poster is significant; it invokes the spirit of 1776, appeals to all citizens above party, labels the bill as 'iniquity', hopes for a mass convention and is clear that supporters are affronted by the 'South' and that important constitutional issues are at stake. It is a one-sided document but it does accurately reflect the feelings excited by the bill before Congress and the ways in which sectional tensions could be very easily sparked in 1854. It is a contemporary document so it has real value to an historian investigating increasing tensions as it is presenting the context of the Kansas-Nebraska bill.
- Source B is a record of a court ruling and candidates will probably identify this landmark legal judgement which did so much to heighten tensions between North and South after 1857. Taney's judgement is valuable in relation to a study of increasing tensions in that it reveals the common racist attitudes endemic in American society at mid-century: the African Americans are clearly portrayed as an inferior race and this is accepted as the norm in what was called 'the civilised world'. Moreover the line of reasoning Taney uses underpins much contemporary thought: the Constitution, it is alleged, saw the African Americans as a separate race and the connection between slavery and property is made abundantly clear. The implications in the context of the Fugitive Slave Bill were explosive and nothing could have been better calculated to stir the passions of abolitionists and radical republicans at a time when other sectional tensions were reaching boiling point. Taney was hoping to lay the matter to rest with a final definitive judgement but in doing so he completely underestimated his judgement's impact. His judgement also provides valuable context on the reverence for the Constitution, attitudes towards race, slavery and property and the debate about state rights.

- Source C is part of the famous debate between Lincoln and Douglas in the senatorial contest for Illinois in 1858. Stephen Douglas was under pressure from Lincoln in the debate to clarify his views on slavery and Douglas reveals that he has learned nothing from the four years of sectional mayhem he unleashed with his Kansas-Nebraska bill. This speech also provides valuable context on the concept of popular sovereignty and states' rights. The extension of slavery, in his view, is a local matter not an issue of principle as Lincoln saw it. Douglas cleverly uses language to vilify Lincoln, the phrase "Black Republican party" is revealing and he is playing to the audience by saying that the American way is to let the people decide for themselves without interference from the federal government. As a summary of the debate this document is very valuable to this study as it shows continuing tensions and those tensions would eventually propel Lincoln into the White House. It is also valuable evidence of the thinking of a key player - Douglas - in the events leading to civil war. It is a valuable record of a major public event that would be essential for an historian exploring the reasons for lack of consensus between Republicans and Democrats.

Overall, candidates will assess the value of the sources to an historian studying increasing tensions in the USA in the period 1854-1858. They are able to demonstrate that value through consideration of the content, provenance and tone of the presented sources with appropriate reference to the historical context linked to the sources.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

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

Band 6 CHARACTERISTICS		<i>Sustained and accurate analysis and evaluation of the given sources involving full and valid consideration of the content, provenance and tone of the sources; full understanding shown of the correct historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying a particular issue.</i>
B6H	30	The response shows accurate and sustained source evaluation using the content and attributions to deal with the strengths and limitations of each of the three sources, setting the response in the correct historical context and covering all of the period set in the enquiry. There will be a sustained and fully substantiated judgement on both the individual and collective values of all three sources to an historian studying the particular issue.
B6L	26	The response begins to show some characteristics of Band 6.
Band 5 CHARACTERISTICS		<i>Meaningful analysis and evaluation of the given sources involving valid consideration of the content, provenance and tone of the sources; understanding shown of the correct historical context associated with the set enquiry; reaches a valid judgement regarding the value of the sources to an historian studying a particular issue.</i>
B5H	25	The response shows accurate source evaluation using the content and attributions to deal with the strengths and limitations of each of the three sources, setting the response in the correct historical context and covering most of the period set in the enquiry. There will be a valid judgement on the value of all three sources to an historian studying the particular issue.
B5L	23	The response begins to show some characteristics of Band 5.
Band 4 CHARACTERISTICS		<i>Clearly attempts an analysis and evaluation of the given sources in relation to the historical context of the set enquiry with some consideration of the content, provenance and tone of the sources; a sound judgement is seen regarding the value of all or some of the three sources.</i>
B4H	20	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the historical context. The judgement on value will be clear and supported on all three sources.
B4M	18	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the historical context. There will be some issues with imbalance in the treatment of the sources. The judgement on value will be clear on some or all of the three sources but with some general comments.
B4L	16	The response begins to show some characteristics of Band 4. Value to the historian is seen here but the reference will be limited and not sustained.

Band 3 CHARACTERISTICS		<i>Mechanistic use of the content and attributions of the given sources to discuss their utility; begins to show some general awareness of the historical context relating to the set enquiry; limited judgement on the utility of all or some of the sources.</i>
B3H	15	The response is able to discuss the strengths and/or limitations of the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There will be a judgement on the utility of all of the sources.
B3M	13	The response is able to discuss the strengths and/or limitations of some of the three sources by focusing on their attributions and/or content. Any reference to the historical context will be limited. There will be a limited judgement on the utility of some of the three sources.
B3L	11	The response begins to show some characteristics of Band 3. Also use if only one attribution is attempted to show utility.
Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content of the given sources to show their utility; little understanding of the historical context is seen.</i>
B2H	10	The response is able to discuss the strengths and/or limitations of some of the three sources by focusing on their content mostly; any references to the historical context will be general and vague. There will be a limited judgement on the utility of at least one of the sources.
B2M	8	The response is able to discuss the strengths and/or limitations of some of the three sources by focusing on their content and omissions with some imbalance; any references to the historical context will be very general and vague.
B2L	6	The response trawls through the sources only.
Band 1 CHARACTERISTICS		<i>Copies or paraphrases from content or attributions of the given sources.</i>
B1H	5	Paraphrases from all of the three sources and/or attributions or plain narrative.
B1L	3	Copies from one or two of the sources and/or attributions.
	0	Use for incorrect answers.

Marking guidance for examiners for Question 2

Summary of assessment objectives for Question 2

Question 2 assesses assessment objective 3. This assessment objective is a single element focused on the ability to analyse and evaluate how and why different historical interpretations have been made. The mark awarded to Question 2 is 30.

The structure of the mark scheme

The mark scheme for Question 2 has two parts:

- advice on the specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 3.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Thirdly a final mark for the question can then be awarded.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How valid is the view that the abolitionist movement was mainly responsible for the outbreak of the Civil War?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Answers will consider the provided extracts and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that the abolitionist movement was mainly responsible for the outbreak of the Civil War.

Candidates are invited to enter into a debate about the extent to which the abolitionist movement was responsible for the outbreak of the Civil War. Learners will consider different interpretations of this issue within the wider historical debate about the causes of the Civil War. Some of the issues to consider may include:

- Interpretation 1 argues that the anti-slavery or abolitionist movement was a powerful “crusade” which was a constant factor in the decades before the Civil War. The movement’s vital role in keeping the moral issue to the forefront of national politics is clearly revealed in this extract, in fact going so far as to say that the USA would never be the same again. The extract explains that the movement’s most powerful impact was in the North but also acknowledges its potency in the south. In a telling phrase Parish shows how the movement changed the way each section regarded the other, a critical point about how the movement was important in helping cause Civil War. Parish does acknowledge that the movement had its problems which affected its impact - it aroused fierce passions and it did experience rejection with accusations of fanaticism, extremism and eccentricity but the thrust of Parish’s argument is that the movement had a powerful link with the outbreak of the Civil War.
- In analysing and evaluating Interpretation 1 answers might argue that Parish is a specialist historian who has spent a lifetime researching the topic and who has deployed evidence to back up his views in a textbook which will have synthesised both primary and secondary material. As a leader in his field Parish would be expected to be in command of the accumulated material which supports his view that there was a direct connection between abolitionism and the creation of a divided nation. Parish was a well-regarded historian whose book, forty years on is still a classic history of the war although in 1975 he could not have been influenced by the revisionist work which has affected later interpretations.
- Interpretation 2 plays down the role of abolitionism. It accepts that abolitionism played a part in dividing the nation and stoking up the moral debate, especially in the North but this interpretation misses a reference to the impact in the South. More importantly this extract emphasises the contribution of two other key factors at work: economic issues, which certainly did create a different range of tensions between North and South and, of course, the key factor of western expansion which upset all the calculations as the acquisition of new territories provoked the highly contentious issue of whether the new states were to be free or unfree. Collins says that without these other factors abolitionism by itself would not have necessarily brought about secession.

- In analysing and evaluating Interpretation 2 answers might argue that Collins was an eminent historian who had spent his professional life studying the USA and its history in the nineteenth century. The textbook was a synthesis of current work and so has value as the product of a leading specialist. His work commands respect as the product of mature reflection and deep examination of the evidence. His work is obviously influenced by his research into economic aspect of US history.
- Candidates may show awareness of the wider historical debate surrounding the outbreak of the Civil War. In particular candidates should be aware of other interpretations of the outbreak of Civil War such as the impact of the breakdown of the old party system, the failures of leadership in North and South, the key debate over slavery and the view that states' rights was a key issue in the developing conflict.

Overall candidates will analyse both interpretations using their own understanding of the debate over this issue, offer an evaluation of the validity of the given interpretations and provide a judgement on the issue in the question that abolitionism was mainly responsible for the outbreak of the Civil War.

ASSESSMENT GRID FOR QUESTION 2

Target: AO3

Total mark: 30

Focus: *Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted*

Band 6 CHARACTERISTICS		<i>Sustained and accurate analysis and evaluation of the provided extracts which is used effectively to show understanding of how and why different interpretations have been formed in relation to the set enquiry; sustained judgement seen regarding validity.</i>
B6H	30	The response fully integrates discussion of the content and authorship of both extracts together with knowledge and understanding of other possible interpretations of the set issue to reach a valid and substantiated judgement regarding the interpretation set in the question. The response should show a firm grasp of the wider debate and how interpretations have been formed in relation to context and authorship.
B6M	28	The response accurately discusses the content and authorship of both extracts together with understanding of other possible interpretations of the set issue to offer a substantiated judgement in relation to the interpretation set in the question.
B6L	26	The response begins to show some characteristics of Band 6.
Band 5 CHARACTERISTICS		<i>Meaningful analysis and evaluation of the provided extracts to show how and why different interpretations have been formed in relation to the set enquiry; clear judgement seen regarding validity.</i>
B5H	25	The response discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; shows clear understanding of other possible interpretations of the issue. The response will show a clear grasp of the wider debate regarding the issue.
B5M	23	The response discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; shows clear understanding of other possible interpretations of the issue. The response needs to indicate how and why interpretations are formed based on the content and especially the authorship of the extracts.
B5L	21	The response begins to show some characteristics of Band 5.
Band 4 CHARACTERISTICS		<i>Some valid analysis and evaluation of the provided extracts with some knowledge of other possible interpretations to reach a judgement on the specific enquiry.</i>
B4H	20	The response discusses the content and authorship of both extracts to offer a valid judgement on the given interpretation and shows understanding of other possible interpretations of this issue. The response needs some reference to both interpretations and discussion of why the authorship of at least one extract helps to explain any differences in interpretations.
B4M	18	The response discusses the content and authorship of both extracts to offer a valid judgement on the given interpretation and shows awareness of other possible interpretations of the issue. The response will have some general reference to the authorship.
B4L	16	The response begins to show some characteristics of Band 4.

Band 3 CHARACTERISTICS		<i>Mechanistic focus on the content and authorship of the extracts to identify and compare interpretations; should show awareness of other possible interpretations; any judgement will be limited.</i>
B3H	15	The response attempts to compare the content and authorship of both extracts to identify different interpretations; will show some awareness of other possible interpretations; will offer a limited judgement on validity in relation to the interpretation set.
B3M	13	The response attempts to compare the content and authorship of both extracts to identify different interpretations; will offer a 'bolt-on' judgement on validity in relation to the interpretation set.
B3L	11	The response begins to show some characteristics of Band 3.
Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content of the given extracts only.</i>
B2H	10	The response attempts to consider the content of both extracts to show differences between interpretations and provides a judgement.
B2M	8	The response either begins to use the content of both extracts to identify some of the differences between the presented interpretations.
B2L	6	The response begins to show some characteristics of Band 2 such as considering the content of only one of the extracts.
Band 1 CHARACTERISTICS		<i>Copies or paraphrases from the content of the extracts.</i>
B1H	5	Basic comprehension and paraphrasing from the content of both extracts.
B1L	3	Basic comprehension or copying from the content of one of the extracts.
	0	Use for incorrect answers.