



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

HISTORY - UNIT 4
DEPTH STUDY 7

THE CRISIS OF THE AMERICAN REPUBLIC, c.1840-1877
Part 2: Civil War and Reconstruction, c.1861-1877

1100U70-1

INTRODUCTION

This marking scheme was used by WJEC for the 2018 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.

WJEC GCE HISTORY
UNIT 4 - DEPTH STUDY 7
THE CRISIS OF THE AMERICAN REPUBLIC c1840-1877
Part 2: CIVIL WAR AND RECONSTRUCTION c1861-1877
MARK SCHEME - SUMMER 2018

QUESTION 1

Marking guidance for examiners

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is focused on the ability to analyse and evaluate different ways in which aspects of the past have been interpreted. The total mark awarded to this question is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- advice on each 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 band 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 reconstruction in the Southern states in the period 1867-1875.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if previous learning is used to show understanding of the historical context if appropriate.

Candidates will consider the three sources in their historical context and also consider the value of the sources to an historian studying reconstruction in the Southern states in the period 1867-75. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis of the value of the sources may include:

- Source A is an extract from President Johnson's address to Congress in December 1867. The context is the deteriorating relationship between the President and the Congressional Republicans about reconstruction. Within a month of the address the House of Representatives had started impeachment proceedings against Johnson. Johnson's uncompromising message to Congress here had been the last straw. Johnson had attempted executive reconstruction and also attempted to thwart the Congressional Republican programme of legislative reconstruction. His reasoning is made clear in Source A and he gives reasons why he abhors the Congressional plan and has attempted to veto it. His own more lenient reconstruction plan was, by now, in tatters and his attempted justification of his plans in the message only provoked further confrontation. Source A makes clear his racial attitudes and the language and tone of the message give ample proof of reasons why the Radical Republicans felt that Johnson had learned nothing from the experience of the civil war or from the South's reaction to his earlier attempt at a lenient reconstruction. The source is of considerable value in exposing the thinking of an embattled President and illustrates the context of the clash between Congress and President about the nature of reconstruction. There may well be reference to the impeachment of Johnson over this issue the following year.

- Source B reveals the violent and passionate resistance in the southern states to congressional reconstruction and, in particular, the Civil Rights Bill. The context is the experience of radical reconstruction in the South and the white resistance to it – by 1874 that resistance was too strong particularly for a weakened Grant administration to deal with. The language and tone of the source are powerful – ‘war of extermination’, ‘the negro is to be master’, ‘half barbarous negroes’. The clarion call to violent resistance only nine years after the Civil War had ended and the extremity of the language used reveal how little racial and sectional attitudes had changed. Source B is extremely valuable to an historian studying reconstruction as it explains why reconstruction failed, why white resistance was so determined and why the intractable problem of race was continuing to pervade US society and politics. The provenance of the source should attract comment: a newspaper from the Deep South, its intended audience and its purpose in fomenting resistance to radical republicanism.
- Source C is a report from a committee investigating election abuses in Mississippi in 1875. The context was the Southern attempt to undermine Radical Republican rule and restore white supremacy. There was a blatant use of illegal methods to affect election outcomes. The committee found that the abuses in Mississippi were well documented and the source exemplifies the frustration felt by Republicans in the Senate. The source is of great value to an historian in understanding the effectiveness of the campaign to restore white supremacy after reconstruction. Using these methods by 1876 most Southern states had reverted to white rule. The general context of the source is the unwillingness, by 1875-1876, of the Federal government to intervene further in the governance of the Southern States leaving a legacy of sectional and racial bitterness which lasted for decades. The source also refers back to the role of Mississippi in the outbreak of the civil war – here called ‘the rebellion.’ The language and tone of the document make clear the sympathies of its authorship. The provenance of the source – its origin as a sober senatorial investigation, the intended audience and its purpose should be commented upon.

Overall, candidates will provide a judgment regarding the value of the sources to an historian studying reconstruction in the period 1867-1875 and are able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

MARK SCHEME UNIT 4 QUESTION 1

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be given to certain types of answer. The published mark scheme for Unit 4 question 1 also gives a similar breakdown and descriptors.

Band 6 CHARACTERISTICS		<i>Sustained and accurate analysis and evaluation of the given sources; full understanding shown of the appropriate historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set</i>
ACX, VTH, ATQS OVER THE PERIOD SET		
B6S	30	The response shows accurate and sustained source evaluation using the content and attributions of each of the three sources, setting the response in the appropriate historical context and covering all of the period set in the enquiry. There will be a substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.
B6C	27	The response begins to show some characteristics of Band 6

Band 5 CHARACTERISTICS		<i>Meaningful analysis and evaluation of the given sources involving valid evaluation of the content and attribution of the sources; understanding shown of the appropriate 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>
ACX and VTH		
B5S	25	The response shows accurate source evaluation using the content and attributions of the three sources, setting the response in the appropriate historical context and covering most of the period set in the enquiry. There will be a valid and supported judgement on the value of all three sources to an historian studying a particular issue.
B5C	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 general historical context of the set enquiry with some evaluation of the content and attribution; a sound judgement is seen regarding the value to an historian of some or all three sources.</i>
GCX, VTH and U		
B4H	20	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and especially the general historical context. This will be used to reach a reasoned judgement on value to an historian of all three sources. Occasional references to utility are acceptable.
B4S	18	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the general historical context. A judgement on value to an historian will be present on some or all of the three sources though some general comments on utility may be seen.
B4C	16	The response begins to show some characteristics of Band 4 in discussing the general historical context. Mainly focussed on UTILITY but with a limited reference to value.

Band 3 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content and attributions of the given sources to evaluate their utility and / or value; a limited judgement on the utility and / or value of the sources will be seen. Limited understanding of the historical context.</i>
Mechanistic V, S&L and U		
B3H	15	The response is able to evaluate the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There will be a mechanistic focus on evaluating the UTILITY and / or the VALUE of some or all of the sources. There will be a limited judgement on all of the sources.
B3S	13	The response is able to evaluate some or all 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 some of the sources.
B3C	11	The response begins to show some characteristics of Band 3. This can also be used if only one source is attempted.

Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content and / or attributions of the given sources to show their strengths and / or limitations.</i>
TRAWL		
B2H	8	
B2S	6	The response is able to discuss the strengths and / or limitations of some of the three sources by focusing on their content mostly.

Band 1 CHARACTERISTICS		<i>Copies or paraphrases from content or attributions of the given sources.</i>
COPYING / COMPREHENSION		
B1H	5	
B1S	3	Copies from one or two of the three sources and/or attributions.
	0	Use for incorrect answers

QUESTIONS 2 AND 3

Marking guidance for examiners

Summary of assessment objectives for Question 2 and 3

Both questions assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to the question chosen is 30.

The structure of the mark scheme

The mark scheme for Questions 2 and 3 has two parts:

- advice on each 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 1.

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 band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

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 far do you agree that the successful use of new methods of warfare was mainly responsible for the Union victory in the Civil War?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether the successful use of new methods of warfare was mainly responsible for the Union victory in the Civil War. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the reasons for the Union victory in the Civil War. In order to reach a substantiated judgement about this issue, candidates may argue that the successful use of new methods of warfare was indeed responsible for Union victory. The response might consider supporting the proposition by considering:

- Grant's war of attrition in 1864-65 in Virginia and his use of trenches
- Sherman's march through the Confederacy and the use of war on civilians 1864-65
- Sheridan's laying waste of the Shenandoah valley in 1864
- Effects of each of the new methods referred to above in destroying the Confederacy
- Use of railways and telegraph as methods of waging and arranging war
- New methods of naval warfare – better tactical use of ironclads
- The power and accuracy of rifle barrelled weapons causing heavy casualties

Candidates might consider challenging the proposition in the question by arguing that other factors were equally or more responsible for Union victory in the Civil War. The response might consider:

- Northern financial and economic resources
- Northern industrial might
- Northern military organisation and resources
- The Emancipation strategy which gained much support
- Even using wooden ships the naval blockade of the south was still effective
- Lack of foreign recognition and support for the South
- Confederate blunders in 1862-63 and weak leadership especially in the Western theatre
- Lincoln's leadership and the contrast with Jefferson Davis

Overall candidates will offer a debate and come to a substantiated judgement regarding the reasons for the Union victory in the Civil War and the part played in this by the successful use of new methods of warfare.

INDICATIVE CONTENT FOR QUESTION 3

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.

To what extent was the emancipation of the slaves Abraham Lincoln's most significant achievement as President 1861-1865?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether the emancipation of the slaves was Lincoln's most significant achievement as President 1861-1865. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of whether the emancipation of the slaves was Lincoln's most significant achievement as President 1861-1865. In order to reach a substantiated judgement about this issue, candidates may argue that emancipation was his most significant achievement. The response might consider supporting the proposition by considering:

- Lincoln's racial attitudes and his attitude towards the institution of slavery at the beginning of the Civil War
- His interest in the issues of compensation and colonisation
- His obsession with southern unionism and the part played by emancipation in this
- His motives for the Emancipation Proclamation
- The issue of expediency – whether emancipation was pushed forward as a means of winning the war and gaining foreign support
- Debate about the impact of emancipation

Candidates might consider challenging the proposition in the question by arguing that other achievements by Lincoln were just as significant in this period. The response might consider:

- The limitations of the Emancipation Proclamation
- Lincoln's record as commander in chief
- His strategic grasp was a huge factor in success in the civil war
- Political skills in managing cabinet and congress were a huge achievement
- His leadership and inspiration of the north
- The 1864 election victory has to be seen as a great achievement for continuity of policy
- The advent of a more radical approach in 1864-65 - the 13th Amendment and a more confident President
- Lincoln's second inaugural address which heralded a second American revolution

Overall candidates will offer a debate and come to a substantiated judgement regarding whether the emancipation of the slaves was Lincoln's most significant achievement as President 1861-1865.

MARK SCHEME UNIT 4 QUESTIONS 2 AND 3

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be given to certain types of answer. The published mark scheme for Unit 4 also gives a similar breakdown and descriptors.

Band 6 CHARACTERISTICS		<i>The response is fully focussed on the exact key concept in the set question, covering the whole of set period, with a clear and convincing debate on the main developments and reaching a substantiated judgement in a lucid and fully coherent essay.</i>
B6H	30	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a fully convincing and substantiated judgement covering the whole of the set period.
B6S	27	The response engages with the key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and coherent essay with a convincing and substantiated judgement covering nearly all of the set period.

Band 5 CHARACTERISTICS		<i>The response is mainly focussed on debating the key concept in the set question, covering most or all of the full period. The response considers most of the main developments; provides a convincing debate and is able to come to a supported, balanced and appropriate judgement.</i>
B5H	25	The response engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout most of the essay. The essay will be analytical, evaluative and well written with a balanced and appropriate judgement covering most or all of the set period.
B5S	23	The response has a focus on debating the key concept set throughout most of the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering some or most of the set period.
B5C	21	The response begins to show some of the characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover the greater part of the period].</i>

Band 4 CHARACTERISTICS		<i>The response has some focus on the key concept in the set question covering some to all of the set period, with some debate on some of the developments and a supported, balanced judgement on the key concept in a structured essay. There may well be some drift but there should be the beginning of a meaningful debate in the response.</i>
B4H	20	The response will feature some meaningful discussion of how and why the main developments, events or factors had an impact on the key concept in the set question over some or most of the period set. There will be an attempt at a balanced and supported judgement though some slight drift may be apparent.
B4S	18	The response begins to discuss the key concept in the question set, often with a series of mini judgements. There may be an attempt to consider a series of developments, events or factors in relation to the key concept set over some or most of the period. There may well be some listing of developments and some drift.

Band 3 CHARACTERISTICS		<i>The response has some focus on the key issues set and begins to discuss these to come to a judgement on the question set. The response is usually restricted to a “for and against” discussion with some evidence of listing and unloading of notes. There may well be some considerable drift; and there may well be a mechanistic tone to the response.</i>
B3H	15	The response is based on a series of assertions, developments or factors over the period rather than the key concept in the question set. The response does offer a limited but valid judgement.
B3S	13	The response tends to be in the form of a generalised, listing of developments and factors.

Band 2 CHARACTERISTICS		<i>The response is largely based on the TOPIC area and is descriptive.</i>
B2H	8	The response is a predominantly descriptive account of the topic. There will be a “tagged on” judgement.
B2S	6	The response is a descriptive account of the developments and factors related to the topic area with no judgement attempted.

Band 1 CHARACTERISTICS		<i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>
B1H	5	The response is very limited and undeveloped though there is some weak link to the topic area.
B1S	3	The response is very brief and / or largely irrelevant to the concept set.
	0	Use for incorrect answers