



---

# AS HISTORY 7041/2J

America: A Nation Divided, c1845–1877

Component 2J The origins of the American Civil War, c1845–1861

---

**Mark scheme**

June 2019

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)

Copyright © 2019 AQA and its licensors. All rights reserved.

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

---

System Name	Description
?	Questionable or unclear comment or fact
^	Omission – of evidence or comment
Cross	Inaccurate fact
H Line	Incorrect or dubious comment or information
IR	Irrelevant material
SEEN_BIG	Use to mark blank pages or plans
Tick	Creditworthy comment or fact
On page comment	Use text box if necessary to exemplify other annotations and add further comment. <b>Always</b> provide a text box comment at the end of each answer.

**America: A Nation Divided, c1845–1877**

**Component 2J The origins of the American Civil War, c1845–1861**

**Section A**

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining attitudes to secession of the South? **[25 marks]**

*Target: AO2*

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

**Generic Mark Scheme**

- 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 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

- the source was written to explain why South Carolina seceded in a public declaration made just 4 days following the decision to secede so is valuable in giving insight into the reasons why secession started
- the source is from the first Southern state to secede and one that had threatened secession previously (South Carolina) so has some limitations as it is from a state that was more extreme in its views than the majority of Southern states
- the tone is strongly negative in its portrayal of the Republican Party which is notably never directly named but referred to as 'A sectional party'. This is valuable in illustrating the root of Southern anger.

### Content and argument

- the source argues that there has been 'anti-Slavery agitation' increasing over the previous 25 years and that it had, at this point, taken control of government. This is valuable in showing there had been a growth in abolitionism over a number of years, though limited as it does not distinguish between abolitionism and agitation against the expansion of slavery. Students may give evidence of growing anti-Slavery agitation, such as John Brown's Raid of 1859
- the source argues that the USA is divided and that it is the North that chose Lincoln as President. This is true and valuable in explaining secession, as it was the election of Lincoln (who wasn't even on the ballot paper in many Southern states) that acted as a catalyst for secession. Students may highlight that Lincoln did not win a single electoral college vote in the South and that the secession of South Carolina directly followed the election of Lincoln
- the source goes on to quoting Lincoln from the Lincoln-Douglas debates of 1858. This famous quote from Lincoln's 'House Divided' speech was used extensively in the Southern Press to portray Lincoln as an abolitionist, which he wasn't at this time, but this perception was key in driving secession. Students may bring in Lincoln's denials that he was intending to abolish slavery, for example in his inaugural address in 1861.

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

**Provenance and tone**

- the letter is written by the man who goes on to lead the Confederate Army, who as a serving member of the US Army was a patriot yet chose to fight for his state over his country. This will make it valuable in studying secession
- the letter is written from Lee to his son. As a private letter to a family member it is likely to reflect Lee's true feelings about the issue of secession, making it valuable
- the tone of the source shows foreboding over what the results of secession will be, as shown by statements such as 'no greater calamity' and 'share the miseries of my people'. This is valuable in demonstrating that secession was not embraced enthusiastically by everyone in the South.

**Content and argument**

- the start of the source argues that secession was a bad idea, which limits the value of the source in explaining the secession of the South. Students may refer to the conventions in Southern states, such as the one in South Carolina that voted 169-0 in favour of secession, suggesting that Lee's view was not typical
- the source goes on to state the hope 'that all constitutional means will be tried before there is a resort to force' suggesting that the South did not see secession as necessarily leading to war and that secession also might be reversed through negotiation. This is valuable in showing that not all in the South saw secession as the end of the Union, students may point to the Virginia Plan or Crittenden Compromise as attempts to maintain the Union
- Lee argues that the Founding Fathers set up the American Constitution to hold the Union together forever and that secession was 'nothing but revolution', showing the strength of feeling in the South that led to secession. Students may point out that there was no constitutional mechanism for states to secede from the Union
- Lee is willing to fight for secession but only in defence of his home state. This is valuable in highlighting a key idea in secession of state over nation. Students may discuss the fact that Lee was offered commissions in both the Union and confederate armies.

In arriving at a judgement as to which source might be of greater value, students might argue that Source A is the more valuable source as it is the justification for secession from the first state to secede and therefore offers a clear explanation. In contrast, Source B demonstrates a less than enthusiastic support for secession; students may argue this is a better reflection of Southern attitudes and therefore more valuable.

**Section B**

**02** 'In c1845 the most serious division between the North and South was economic.'

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.**

**Arguments suggesting that in c1845 the most serious division between the North and South was economic might include:**

- the North was much more industrialised than the South, which was reliant on the production of cash crops, such as cotton. Around 80% of the population in the South worked in agriculture, compared to around 50% in the North
- the Southern economy was based on slave labour, whilst the Northern economy was based on free labour. Northern manufacturing industries employed large numbers of people (around 50,000). There were 4 million slaves in the South mainly employed in the farming of cash crops
- the Nullification Crisis highlighted the issue over control of economic policy between a state and Federal Government in terms of attitudes towards tariffs, with South Carolina trying to nullify the 'tariff of abominations'.

**Arguments challenging the view that in c1845 the most serious division between the North and South was economic might include:**

- Northern objections to slavery were based on moral not economic reasons. Abolitionist literature focused on the mistreatment of slaves and the denial of their basic rights
- an issue that was a significant divide between the North and South was the expansion of slavery, as highlighted by the need for the Missouri Compromise (1820), and controversy over the admittance of Texas in 1845
- society in the North and South was significantly different due to a number of factors including immigration (almost all new immigrants settled in the North); attitudes to urbanisation (14% of the Northern population lived in towns compared to 6% of the Southern population in 1840); there were also differences in levels of education and responsiveness to new ideas.

Students can argue either for or against the statement. In arguing in favour of the statement students may stress the significance of economic systems and economic issues, such as tariffs as defining divides between the North and South. In arguing against the statement students may point to the moral divides over slavery and westward expansion being important in the divide between the states.

**03** ‘The 1850 Compromise favoured the North over the South.’

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.**

**Arguments suggesting that the 1850 Compromise favoured the North over the South might include:**

- the 1850 Compromise added a free state in the form of California whilst no slave state was added and the slave state Texas lost territory
- the boundary dispute between Texas and New Mexico was resolved in favour of New Mexico, which angered the South
- the abolition of the slave trade in D.C. demonstrated the ability of Congress to remove aspects of slavery where it already existed. This was a precedent that would not be welcome to many in the South.

**Arguments challenging the view that the 1850 Compromise favoured the North over the South might include:**

- the new Fugitive Slave Act was enthusiastically welcomed in the South but caused a great deal of controversy in the North
- slavery was not abolished in D.C and therefore the country's capital which seems to favour the South over the North
- there remained the possibility that slavery could expand into New Mexico and Utah.

Students can argue either for or against the statement. Students may focus on key elements of the Compromise that appeared to favour the North over the South (California, ending of slave trade in D.C. etc.) They may also point to Northern dominance of the House of Representatives. On the other hand, students may point to the compromise needing to be supported by and work for both sides. They may further argue that it was in the North that there was popular unease at an element of the Compromise with resistance to the Fugitive Slave Act.