



A-level HISTORY 7042/2J

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

Mark scheme

June 2022

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 Examiner.

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.

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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, ie 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.

Section A

- 0 1** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the increasing tensions over the expansion of slavery, in the years 1857 to 1860.

[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

- President Buchanan proved to be a highly divisive President in the build up to the Civil War, this will limit the value of the source to a degree as it will only give his particular view on events
- in the build up to the speech, Buchanan was seen talking to the Chief Justice of the Supreme Court. It was widely believed he knew the decision of the Dred Scott case when he delivered the speech despite claiming not to. This is limiting in terms of value as there is reason to doubt the reliability of what was being stated, however, it has some value in highlighting that there was support for the Dred Scott decision
- as his inaugural address to the nation, he will be aiming to give a positive view of what he sees as the position of the USA going forward. There is value in this as Buchanan wished for the decision to be made swiftly so as to put the question of slavery expansion into the territories to rest.
- the tone is highly positive using words such as 'happily' and 'cheerfully'. This is valuable in demonstrating that Dred Scott was not seen as hardening positions by all and some saw it as the end of the divisions.

Content and argument

- Buchanan argues that 'There are differing views on when the issue of slavery will be decided on by territories but this is not important as the Supreme Court will decide'. This is valuable in demonstrating that there had been ongoing sectional tension on the issue and that the Dred Scott decision could be seen as a solution and final word on the issue, and that the decision would overrule other restrictions placed on the territories from Congress.
- Buchanan argues that everyone should 'happily' accept the decision of the Supreme Court on the Dred Scott decision. This is limited in value as it suggests that the Dred Scott decision was going to reduce sectional tensions when in fact it hardened positions and increased tension. This was shown by Republican success in the 1858 midterms and Buchanan being increasingly associated with 'slave power'
- Buchanan states 'Nothing can be fairer than to leave the people of a Territory free from all interference and able to decide their own destiny for themselves, subject only to the Constitution of the United States'. This has some value in suggesting that the Dred Scott decision did not, in his eyes, mean that slavery was allowed throughout the USA. However, he had not formally been told the decision and many in the South did interpret this as meaning they could take slaves into all territories and states
- Buchanan argues 'No other question remains, therefore, because all agree that, under the Constitution, the only human power over slavery is that of the respective States themselves'. This suggests a level of strong agreement; however, this is limited as it dismisses the growing abolitionist feeling that did challenge this belief

- Buchanan states that ‘May we hope that the long agitation on this subject is now approaching its end and that the sectional Republican Party will also become extinct’. This optimistic statement is of very limited value as the opposite was the case with the rise of the Republicans cumulating with the election of Lincoln. The Dred Scott decision deepened division it did not end them.

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

Provenance, tone and emphasis

- the author of the source is Abraham Lincoln, a key figure in the period 1857 to 1860. The source is valuable in expressing the view of the soon to be President suggesting his views were widely held, though only in the North
- the speech comes after Lincoln has lost the race for the Senate in Illinois which involved the famous Lincoln-Douglas debates of 1858. The speech is before the 1860 Presidential election campaign which again saw Lincoln take on Douglas. The source is therefore valuable in displaying disagreement between two key figures of the time over the expansion of slavery and significance of Dred Scott
- Lincoln is speaking to an audience in his home state, most likely made up of his political supporters. This limits the value of source as a political speech made to a partisan crowd
- the tone of the source is one of warning with several mentions of ‘danger’ which is valuable in showing that positions were hardening in 1859.

Content and argument

- the statement ‘Stephen Douglas would lead us inevitably to the nationwide spread of slavery’ is valuable in demonstrating that, in 1859, the positions on slavery had hardened, especially when the Republicans campaigned that popular sovereignty was a mechanism used by the Democrats to allow slavery expansion.
- Lincoln states that ‘The Dred Scott decision could have led us to slavery being permitted across the whole Union’. This is valuable as it implies that in 1857 the Dred Scott decision could have led to significant divisions as the North would not have accepted this position. Lincoln had previously argued that the next ‘Dred Scott’ decision would affect the states where slavery had already been abolished.
- Lincoln goes on to state ‘However, concerns about slavery being forcibly established in the Territories by the Dred Scott decision have now passed’. This is valuable as it makes reference to the impact of Douglas’s Freeport Doctrine that sponsored settlers to use popular sovereignty over the Dred Scott decision.
- in arguing ‘Never forget that we have before us this whole matter of the right or wrong of slavery in this Union, even though the immediate question concerns its spreading out into new Territories and States’. Lincoln is making the valuable point that it is not individual events, such as the Dred Scott decision, that hardened positions but the underlying moral issue of slavery and its expansion, which would later be emphasised in the Republican platform in the 1860 election.

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

Provenance, tone and emphasis

- the author of the source is Stephen Douglas who was Senator for Illinois and Presidential hopeful. As a key figure in many of the events surrounding the arguments over the expansion of slavery, such as the 1850 Compromise, Kansas-Nebraska Act and Lincoln-Douglas debates this adds great value to the source
- the article was written to persuade people of Douglas’ idea of popular sovereignty – a key attempt to prevent the hardening of positions and therefore valuable
- as the magazine was widely read, it is reasonable to assume that the view expressed by Douglas will be positively received by many in the North and shows there is a broad audience for his ideas. It is

therefore likely to be valuable in demonstrating views at the time, however limited as Douglas's defence of popular sovereignty had damaged his chances of Southern support in the approaching election as seen in the divisive Charleston Convention.

- the tone is persuasive, arguing Douglas' view point, this adds value as it not only gives his view but also insight into alternative interpretations at the time. Students may also evaluate the tone to be resolute in his defence of popular sovereignty, which shouldn't surprise students due to Douglas's stance on the territories.

Content and argument

- Douglas argues that 'Some people believe, incorrectly, that the Supreme Court had decided in the Dred Scott case that Territorial legislatures could not legislate in respect of slave property.... Fortunately for the peace and welfare of the whole country, this is not true'. This is valuable in the sense that Douglas continues to emphasise his Freeport Doctrine of August 1858 would quell tensions over slavery expansion and that Northern free soilers would be reassured by this.
- in stating that 'It is not the case that the Constitution establishes slavery in the Territories; the people still have the legal right to control it', Douglas is arguing that Dred Scott has not changed the position in the territories, especially when Douglas challenged President Buchanan over the controversial Lecompton Constitution of Kansas in which was supported by Buchanan but not by other Northern Democrats who viewed it as a mockery of popular sovereignty in deciding slavery in the territories.
- Douglas states that 'The Constitution is the same everywhere within the United States; it is the same in Pennsylvania as in Kansas'. This is valuable as this was the key concern from those who disliked the Dred Scott decision and the chief claim of those that supported it. The decision appeared to uphold the 'rights to property' across the whole of the USA and dismiss the rights of black men to any legal rights, which ruined Taney's reputation and inflamed more support for the Republican Party.
- 'Because the people of each state and territory can, through popular sovereignty, make their own laws regarding slavery.' Here, Douglas is championing his cause of popular sovereignty as the answer to the hardening positions. The Democrat Convention of 1860 and election of 1860 would, however, demonstrate that not everyone shared this view, limiting the source's value.

Section B

0 2 'For the South, westward expansion was more of a threat than an opportunity before 1850.'

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 supporting the view that for the South, westward expansion was more of a threat than an opportunity before 1850 might include:

- Missouri Compromise posed a threat to the South as it left much more land available for westward expansion in the North above 36 30 than for the South below 36 30
- when the South successfully expanded adding new slave states this led to conflict with the North raising the division over slavery as an issue, for example, the clash over the Wilmot Proviso
- westward expansion led to war with Mexico. Not only did many Southerners die in the fighting, but the fighting of a war to expand slavery into a country that had outlawed it raised international and Northern opinion against southern slavery
- much of the land available for expansion was unsuitable for slavery so ultimately, expansion was likely to result in the balance of power in the House and Senate being against slave states.

Arguments challenging the view that for the South, westward expansion was more of a threat than an opportunity before 1850 might include:

- Texas offered a great opportunity to expand the number of slave states and there were already American slave owners in Texas
- westward expansion was hugely popular in the South, as demonstrated by votes in favour of Polk in 1844, and the number of Southern volunteers fighting in the Mexican War
- Polk's war against Mexico offered huge opportunity to expand, taking land off a militarily weaker nation
- Polk's desire to claim 'All Mexico' was welcomed by many Southerners who wished to see a Latin American slave state empire be established.
- westward expansion offered the chance to outnumber the non-slave states in the Senate and to reduce the deficit in the House of Representatives.

Students can argue for or against the proposition and still access all levels of the mark scheme. Students may argue that westward expansion offered great opportunity to the South with potential to add more slave states and shift the balance of power towards pro-slavery representatives in the Senate and House of Representatives. Students could, however, argue that despite Southern enthusiasm there were great threats in westward expansion in that potential conflict with other nations could go badly. Any expansion of slavery would meet resistance from the North, increasing sectional tension and ultimately, westward expansion would add more free, than slave, territory to the USA.

0 3 'In the Civil War the North and South suffered equally.'

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 supporting the view that in the Civil War the North and South suffered equally might include:

- the cost of the war was enormous for the Federal Government and the Northern States and it would be them that also footed the majority of the bill for reconstruction and maintaining troops in the South to try to fulfil the policies of the Federal Government. The South also suffered economically as Britain had found alternative markets to supply cotton
- both sides lost huge numbers of men in a war that saw more American deaths than all wars before and since added together
- the war had left widows and injured veterans that needed looking after in both the North and the South
- the war offered economic opportunity to some in the South, freedom and Sherman's 40 Acres and a mule, re-distribution of land offering opportunities to former slaves whilst in the North the demand from the war stimulated demands for labour.

Arguments challenging the view that in the Civil War the North and South suffered equally might include:

- the South suffered most in terms of physical devastation of Georgia and South Carolina. The majority of the fighting took place in the South and extensive damage was caused notably by the march to the sea. The damage in Georgia was incredibly marked as the Union army lived off the land as they marched and then applied the policy of scorched earth. The 450 km march through Georgia inflicted \$100 million damage and crippled the rail network which was deliberately destroyed
- in the South, the planter class had lost their slaves and therefore a large portion of their wealth (\$4 billion). No single group in North could be argued to have lost as much economically, in fact the wealthy North benefited from the demands on industry created by the war
- arguably, the ending of slavery meant that the Southern slave population (four million people) gained more than anyone else as they were now free, families were reunited, education started
- Southern States lost their political independence and the South was occupied by Union forces, whilst the political power of the North grew as they dominated Congress.

Students can argue for or against the proposition and still access all levels of the mark scheme. Both sides suffered in the American Civil War as it remains the war that saw the highest number of American deaths. Both sides lost much of a generation of men and were left with injured veterans and war widows to support. There was fighting in both the North and South and economic consequences for both. However, there was more devastation in the South and more damage to the economy in the South. The South arguably had the group who gained the most (slaves who were freed) and lost the most (planter class).

0 4 To what extent was President Johnson to blame for his conflict with Congress?

[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 supporting the view that President Johnson was to blame for his conflict with Congress might include:

- Johnson's lenient attitude towards the South once he was President was at odds with his earlier statements about them being traitors. This shift in position brought him into conflict with the Radical Republicans in Congress
- Johnson's vetoing of the 1866 Civil Rights Act and opposition to the 14th Amendment caused a great deal of conflict with Congress
- Johnson's firing of Stanton in direct defiance of Congress led to him being impeached
- Johnson's pardoning of the Southern elite and acknowledging white Democratic dominated state legislatures that passed black codes brought him into conflict with Congress.

Arguments challenging the view that President Johnson was to blame for his conflict with Congress might include:

- Lincoln had sought Presidential Reconstruction and Johnson was simply continuing with this. It was Congress that created conflict by looking to take charge of reconstruction
- Johnson was acting within his powers with actions such as pardons which was a power given to him by the Constitution
- Congress passed laws that restricted his legitimate power of President Johnson's power over choosing who was in his cabinet. This clearly went against the powers vested in the President by the Constitution and Johnson was not successfully impeached, suggesting the blame lay with Congress not the President
- conflict between a Southern President and a predominantly Northern Congress was very likely after the Civil War and years of previous sectional tension.

Students can achieve all levels in the mark scheme if they argue either for or against the statement. Students may lay the blame on Johnson, highlighting his personality and actions and how he antagonised not only Radical Republicans but moderates as well. On the other hand, students may argue that Congress shared a significant amount of the blame and, given the makeup of Congress, conflict with a Southern President was very likely.