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# A-level HISTORY 7042/2J

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

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**Mark scheme**

June 2020

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, 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.

**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 Reconstruction.

**[30 marks]***Target: AO2*

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

**Generic Mark Scheme**

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19-24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13-18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7-12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1-6**
- Nothing worthy of credit. **0**

## Indicative content

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

**Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.**

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

### Provenance, tone and emphasis

- ‘The Atlanta News’ is aiming to influence the views of the white population of the city that had seen a large growth of its black population since Reconstruction. This is valuable in illustrating a Southern view on the need to end Reconstruction
- Georgia had been ‘redeemed’ in 1872 and there had been a great deal of violence against the black community, notably former black representatives. The audience is therefore likely to be open to the idea of violence or possibly already taking part in it. This source is valuable in showing beliefs about race relations in a significant Southern State
- the article’s purpose is to oppose the 1874 Civil Rights Bill (which becomes the 1875 Civil Rights Act) illustrating the South’s determination to end the progress of Radical Reconstruction. The date can be seen to limit the value of the source as Reconstruction continued for another 3 years and the Bill passed
- the tone of the source is highly aggressive with talk of ‘war’ on 3 occasions which is valuable in showing the determined opposition to Radical Reconstruction in the South.

### Content and argument

- the source starts with a call for resistance against attack from radicals
- the source talks of ‘duty’ to the present, future and to the ‘white race’ to fight against Radical Reconstruction. The idea of a race war is valuable in giving an insight into what was occurring in the South with the systematic attacking of the black population by groups such as the KKK. The desire to end the violence in the South was key in explaining the ending of reconstruction
- the source suggests that the Northern Democrats will support ending Radical Reconstruction. The decline in support for the Republicans in the North was key to ending Reconstruction, however, the Northern Democrats were not in a position to stop the 1875 Civil Rights Act passing
- the source suggests that the radicals in the North can back down and avoid the clash with the South. This is valuable as it proves to be prophetic in that the Radical Republicans ultimately lost their hold on the government, notably in the 1876 election. The 1875 Civil Rights Act passed but was the last act of Reconstruction and was not widely enforced.

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

**Provenance, tone and emphasis**

- the speech is valuable as it is delivered by the Republican Governor of one of the last Southern States to be 'redeemed', he was forced to leave South Carolina in April 1877 when Federal troops were withdrawn as he and his government were no longer safe. Over half (58%) of South Carolina's population was black and Republicans, such as Chamberlain, had been dependent on black votes. The 1876 election had seen a great deal of violence by the Red Shirts and Chamberlain had needed to call for Federal Troops to stop the violence
- the date is significant as it is on Independence Day, a day of national celebration, making this a significant day on which to attack the actions of a President. This is valuable in demonstrating the anger felt by many in 1877
- the audience of the speech is a Northern one with Chamberlain having been forced from the State of South Carolina. This is significant in illustrating the fact that Radical Republicans have lost their control in the South
- the emphasis of the source is based around contrasting the legitimacy of the Republican government in South Carolina with the negative history of those who have destroyed it. This is valuable in illustrating a view that the planter class destroyed Reconstruction.

**Content and argument**

- the source is valuable as it argues that by 'withdrawing the military forces of the United States from South Carolina and Louisiana where they have been protecting and supporting the lawful Governments of those States. The immediate and intended consequence of this is the overthrow and destruction of these State Governments'. South Carolina and Louisiana had both seen a great deal of violence. Notably in Louisiana after the 1872 Election two governments had claimed legitimacy in the state (one supported by black voters and backed by federal troops, the other aided by the White League). Thirty people died in violent clashes in 1874 but Grant continued to support the Republican Government with troops. The removal of the troops by Hayes would lead to the government being removed in Louisiana and South Carolina
- the source states 'The President's Southern policy is the abandonment of southern Republicans and especially the black race to the rule of the Democratic Party'. This is valuable as it accurately depicts what Hayes did in the 1877 Compromise
- the source attacks the Democratic Party and states it is 'a party controlled by a class that regarded slavery as a divine institution, waged four years of destructive war to maintain it and which opposed citizenship and suffrage for the black people'. This is valuable in showing the continued dislike of the power and attitudes of the planter class. It is also valuable in showing the continued Republican belief that it was the rich whites that promoted these ideas not all Southern whites
- Chamberlain says 'This is a statement to the country that the will of the majority of voters of a state, lawfully and regularly expressed, is no longer the ruling power in our States and that the constitutional guarantee of protection against violence is henceforth worthless'. This is valuable in demonstrating that the black vote has now been suppressed in the South and that the Federal Government no longer protected voters against violence as it had tried to earlier in the 1870s. However, how 'lawfully' the elections had been carried out can be doubted as there was corruption on both sides.

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

**Provenance, tone and emphasis**

- the speech is by Rutherford B Hayes, whose election and compromise with Southern Democrats was the key to the ending of Reconstruction, making the source highly valuable
- the date is significant as the Compromise of 1877 has been agreed earlier in the year, seen as highly corrupt following the disputed election of 1876. Hayes would want to demonstrate that his compromise had been beneficial which may limit its value as this may cause him to not be fully truthful
- the speech is delivered to Congress, adding value as this means that the key law makers will be listening to the President's speech and it will be them that will assess the President's view of the state of the nation and decide whether to support his program going forward or not
- the tone is highly positive, using words such as 'peace', 'concord', 'friendship' and 'strengthened'. This is valuable in presenting the view of the man put in power by the Compromise of 1877, but this is not how everyone will have seen the state of affairs in 1877.

**Content and argument**

- the source states 'The withdrawal of the troops from the Southern States was carried out deliberately and with great care for the peace and good order of society and the protection of property and people and for every right of all classes of citizens'. This argument is of limited value as the withdrawal left the black community at the mercy of the violent groups, such as the KKK and Red Shirts
- in arguing that 'All apprehension of danger from returning those States to local self-government is dispelled' is clearly limited as although many in the North had lost interest in the events in the South, there was still a great deal of concern over the dangers of returning the South to the control of white Southerners
- the source states that 'States, once unhappy with civil strife, are now substituting suspicion, distrust and dislike for concord, friendship and patriotic attachment for the Union'. There is some value in this in that attempts from the North to enforce change in the South ended
- however, the claim that 'There has been a general re-establishment of order and of orderly administration of justice. Instances of remaining lawlessness have become a rare occurrence; political turmoil and turbulence have disappeared' is limited, as violence, including lynching, remained frequent
- Hayes claims that 'useful industries have been resumed; public credit in the Southern States has been greatly strengthened and the benefits of commerce between the sections of the country recently embroiled in Civil War are now fully enjoyed'. This is valuable in showing that the economic systems in America were returning to their pre-war levels.

**Section B**

- 0 2** 'The main issue dividing North and South c1845 was disagreement about the balance of power between the Federal Government and the States.'

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 the main issue dividing North and South c1845 was disagreement about the balance of power between the Federal Government and the States might include:**

- the South believed that states' rights were key in the defence of slavery which they believed was threatened by the North. The mantra of states' rights would protect slavery as its removal could not be imposed on the slave states
- the Nullification Crisis highlighted the belief held by some in the South that states had the right to nullify Federal laws. The actions of South Carolina led to outrage in the North
- people in the South believed that, on issues such as the imposition of tariffs, the rights and interests of Southern States were being ignored by the North
- people in the North believed that their states' rights were being encroached on by what they saw as 'slave power' taking control of Federal Government, notably under the Presidency of Polk.

**Arguments challenging the view that the main issue dividing North and South c1845 was disagreement about the balance of power between the Federal Government and the States might include:**

- it was the South's desire to expand slavery and the North's desire to limit slavery to where it already existed that caused tension, as demonstrated by the need for the Missouri Compromise
- the North and South were divided by economic differences, the North was much more industrial than the South and was undergoing urbanisation. Whilst the Northern economy was based on free labour, the Southern economy was based on slave labour
- the political parties were divided on the issue of states' rights (Democrats for stronger states' rights, the Whigs for stronger Federal Government), however, both parties received votes in both the North and the South, suggesting this was a party political not a sectional issue
- beliefs about the Constitution and political structures did much more to unite the North and South than divide them. In both Northern and Southern States, there was a shared reverence for the ideas set out by the founding fathers, with states replicating the federal institutions.

Students may argue either for or against the statement and still receive top marks. Students may argue that divisions over the relationship between the Federal and state government were as old as the Constitution – these arguments were not particularly divided along sectional grounds c1845. On the other hand, students may point to events such as the Nullification Crisis to highlight differing views in the North and South over states' rights.

**0 3** To what extent did William Seward promote abolitionism in the years 1850 to 1860?

**[25 marks]**

*Target: AO1*

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

### Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

## Indicative content

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

**Arguments supporting the view that William Seward promoted abolitionism in the years 1850 to 1860 might include:**

- Seward opposed the 1850 Compromise, delivering his famous ‘higher law’ speech in which he argued there were higher laws than the Constitution. The eloquent speech did much to promote abolitionist ideas
- Seward’s Auburn home became a safe house on the ‘underground railroad’ in the 1850s
- Seward worked determinedly against the Kansas-Nebraska Act, rallying Northern support against it. The issue led to the formation of the Republican Party that Seward was a high profile early convert to
- in March 1858, Seward attacked the Dred Scott decision in the Senate and predicted that slavery was doomed
- in 1860, Seward was not selected as the Republican Presidential candidate as he was considered to be too radical on the issue of slavery. His ‘irrepressible conflict’ speech was seen by some in the South as having inspired John Brown’s raid.

**Arguments challenging the view that William Seward promoted abolitionism in the years 1850 to 1860 might include:**

- Seward supported and worked closely with the slave owning President Zachary Taylor
- Seward spoke out against John Brown and stated that his execution was justified
- Seward advised Charles Sumner to tone down his speech in 1856 that led to Sumner being attacked by Preston Brookes
- Seward proposed a Constitutional Amendment in 1860 that forbade Federal Government from interfering in slavery as he worked towards a compromise aiming to keep border states in the Union.
- other abolitionists arguably played a more important role in promoting abolitionism, for example Frederick Douglass and Harriet Beecher Stowe.

Students can argue either for or against William Seward promoting abolitionism in the years 1850 to 1860. Students may conclude that, whilst personally committed to abolitionism, Seward did little to promote the idea of abolitionism as a policy to be followed by government. In contrast, students may argue that Seward was a leading abolitionist political leader who did much to make abolitionism more widely accepted and give the idea a respectable voice on the national stage.

**0 4** 'The leadership of Lincoln was the Union's greatest asset in the Civil War.'

Assess the validity of this view.

**[25 marks]**

*Target: AO1*

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

### Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

**Arguments supporting the view that the leadership of Lincoln was the Union's greatest asset in the Civil War might include:**

- Lincoln clearly and eloquently explained the Union's war aims, uniting the majority of the Union behind the war effort helping to bring about the Union victory. His ability as an inspirational orator was illustrated in the Gettysburg address
- Lincoln worked well with both his cabinet and with Congress to ensure the effective running of the war effort. He was a skilled man manager with a talent for delegation
- Lincoln made the right decisions at the right time helping turn the tide of the war, for example the Emancipation Proclamation and the appointment of Grant
- Lincoln's actions at the start of the war were vital in ensuring that the upper South did not join the Confederacy. His use of restrictions on Civil Liberties, in states such as Missouri, proved vital in keeping them within the Union
- Lincoln proved to have a great understanding of military strategy and the need for the Union to make use of its superior numbers. He argued that by attacking the Confederacy at different points simultaneously they could stop them concentrating their smaller forces in defence against Union attacks.

**Arguments challenging the view that the leadership of Lincoln was the Union's greatest asset in the Civil War might include:**

- Lincoln was an unproven leader going into the war and proved to be a poor bureaucrat, leading to the machinery of government becoming slow
- much of the success of Lincoln's government was down to others. Foreign policy was successfully managed by Seward, financial matters by Chase and economic factors were dealt with by Congress
- Lincoln was seen by Democrats as acting like a 'tyrant' as he suspended habeas corpus, introduced conscription and had 40 000 people arrested on charges such as impeding conscription or affording aid or comfort to the enemy. Such action led to opposition in the form of Copperheads and New York draft riots of 1863
- Lincoln's military appointments in the early part of the war were more political than military. He can be seen as ineffective in his choices, notably dismissing and then re-appointing McClellan
- students may alternatively offer other factors that were the 'Union's greatest asset', such as industrial capacity, man power, able Generals/officers such as Grant etc.

Students can argue for or against the view that 'The Leadership of Lincoln was the Union's greatest asset in the Civil War'. Students may focus on Lincoln's resilience and drive that maintained the Union war effort, looking at how he effectively managed the war alongside maintaining political support, notably winning the 1864 election. Lincoln arguably entered the Presidency seemingly unprepared and lacking the experience that would be required but proved himself more than up to the task. Alternatively, students may argue that Lincoln wasn't the Union's 'greatest asset' and that the effectiveness of his government and military successes can be seen to be down to others. Students can obtain full marks if they balance Lincoln's role against other factors – just as they can by comparing the positive and negative aspects of Lincoln's leadership. They may (but do not have to) look at both. Material on Confederate weakness will not be credited as the question is specifically about Union strength and not about the Confederacy.