

A-level
HISTORY
7042/2J

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

Mark scheme

June 2021

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 disagreements over the Constitution.

[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

- John Calhoun was a renowned defender of slavery (which he saw as morally good) and States' Rights. The source is limited in its value as Calhoun will represent an extreme view that is not fully representative of all of the South. Whilst others such as Clay sought compromise, Calhoun resolutely did not.
- the date of the source is significant as it is delivered in response to the Wilmot Proviso which sought to prevent the spread of slavery into territory acquired from Mexico. The source is valuable in representing Southern anger at the proposal that has been attached to a finance bill. Division over this issue would necessitate the 1850 Compromise
- the audience of the source is the Senate. Calhoun was a Senator for South Carolina and he is aiming to unite the Southern Senators against the Wilmot Proviso and any restrictions on slavery. South Carolina had earlier stood alone over the issue of Nullification. The source is therefore valuable in showing an attempt to unite the South behind an interpretation of the Constitution to defend slavery and States' Rights
- the tone of the source is persuasive, making the case that it is the Constitution, justice and rights that are under attack. Through this method, Calhoun is looking to widen the appeal of his staunch pro-slavery position. This is valuable in showing how the interpretation of the Constitution was key in how politicians voted regarding the issue of slavery.

Content and argument

- Calhoun argues that territories belong to all of the states. Here, Calhoun is suggesting that Southern States would be denied their Constitutional rights to the territories if the Northern States were to block their use by Southern slave owners. This is valuable in showing an underpinning principle that would lead to flash points between slave and free states going forward, notably over Kansas.
- Calhoun states that it is every citizen's right to take their property into the territories. This is valuable as this idea was the foundation on which the Supreme Court would, a decade later, dismiss Dred Scott's case
- Calhoun argues that the Constitution allows states to create their own constitutions with no restrictions on slavery. Whilst this may be limited in understanding what was the happen to California in 1850, it can be seen as a precursor to popular sovereignty that proved so divisive in the 1850s. The source is valuable in highlighting the lack of restrictions in the Constitution over the expansion of slavery
- Calhoun argues against the seeking of Compromise but rather 'stand upon' the foundations of the Constitution. This was not the view of the majority of Congress, as illustrated by the passing of the 1850 Compromise. It is, however, valuable in highlighting the lack of a Constitutional base for that Compromise.

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

Provenance, tone and emphasis

- the letter is by Lincoln just after the Lincoln-Douglas debates in Illinois. This adds value to the source as Lincoln is clarifying his beliefs about slavery and the Constitution. The fact that Lincoln won the popular vote (yet lost the election) suggests that there were many that shared his views
- Lincoln is a valuable author as he would be President not long after this source was written. Lincoln is presenting the view of the Republican Party that argued that the expansion of slavery should be prevented and that the Constitution did not uphold the extension of slavery into the territories
- Lincoln, although popular and considered a moderate in the North, was seen very differently in the South where his views were often misrepresented
- Lincoln is responding to James N Brown's concerns that Lincoln is arguing for an ending to slavery where it already exists. Lincoln is clarifying his view to persuade Brown of his view point. The fact that the letter is designed to persuade an individual may limit its value.

Content and argument

- Lincoln argues that slavery is against the founding principles of the USA and so the source is valuable in understanding the debate over the Constitution
- The source suggests that much of the argument was not around wanting to remove slavery where it already existed and that even slavery's opponents admitted that the Constitution did not forbid it
- Lincoln argues that the Constitution was shaped by the circumstances at the time and this meant that despite the clash with the principle, that slavery had been allowed to continue. The source is valuable in separating the arguments over the Constitutional position of slavery where it already existed compared to the key issue for the Republicans, which was the expansion of slavery
- Lincoln argues that decisions on the issue lay with Congress. This is only representative of the Northern Republican interpretation, with Southern Democrats arguing at this time that decisions lay with the States. The Dred Scott decision of 1857 contradicts Lincoln's, stating that Congress had no power over the issue.

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

Provenance, tone and emphasis

- Fredrick Douglass was a famous former slave and abolitionist. His view on the Constitution's view on slavery is highly valuable
- the date of the source is valuable as being written in 1860, Douglass can reflect on the Constitution and slavery through the build up towards secession
- the audience of the source can be seen to limit the value as it is being delivered to a Scottish not an American audience. The audience are also abolitionists, meaning that this is part of an internal debate amongst abolitionists rather than a broader one between North and South
- the tone is that of a clearly constructed argument. This is valuable as Douglass uses key quotes from the Constitution to support his points.

Content and argument

- Douglass quotes the Constitution as having six key objectives. The source is valuable in showing that these key objectives clash with the idea of slavery, arguing, therefore, that slavery cannot be Constitutional. This fits with the denial of justice of slaves such as Dred Scott, the threat to the union that arguments over slavery caused and the fact slaves were treated terribly and denied liberty
- Douglass looks at the exact wording of the Constitution. This is valuable in giving an abolitionist view but this interpretation would be strongly opposed in the South, at this point, as slaves were viewed as property. It is also the case that the majority of white Americans at this time did believe that the Constitution meant 'we the white people'
- Douglass states, 'I undertake to say that the constitutionality of slavery can be made out only by disregarding the plain and common-sense reading of the Constitution itself'. This is limited in value as this was not a point widely accepted in the abolitionist movement at the time, (Garrison had argued that the Constitution was a pro-slavery document) let alone throughout the North or South
- Douglass concludes by demonstrating that although it is not clear that the Constitution supported slavery, it definitely was used to support slavery by the South. Elements of the Constitution, such as the 3/5ths clause regarding calculation of representation, maybe used to challenge the statement.

Section B

0 2 'The 1850 Compromise was badly flawed.'

Assess the validity of this view with reference to the years 1848 to 1854.

[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 1850 Compromise was badly flawed might include:

- the Fugitive Slave Law was resented in the North and the North's reaction to it would create great tension with the South
- the fact that the bill had to be broken down into individual bills showed that there was not solid support for the overall compromise
- the Compromise fundamentally divided the Whig Party going into the 1852 election, starting the collapse of the Second Party system
- divisions over slavery and its expansion quickly remerged having not been successfully dealt with by the Compromise.

Arguments challenging the view that the 1850 Compromise was badly flawed might include:

- the bill passed in both houses of Congress, showing support across the political spectrum and sectional divide
- the Compromise had elements for both the North and South
- the issue of what was to happen with the land acquired from Mexico was dealt with
- mass meetings celebrated the passing of the Compromise
- Secessionists lost ground in the South and the idea was, for a time at least, defeated.

Overall, students can argue for or against whether the 1850 Compromise was fatally flawed. Students may argue that the 1850 Compromise offered elements for both North and South and cross-party support in 1850. The majority of the population in the North and South were happy to comply with the Compromise and that it was changing circumstances later on, such as the Kansas-Nebraska Act, that led to the divide re-emerging. On the other hand, students may argue that the Compromise was fatally flawed as there was not the majority to get the omnibus bill passed and that there was significant anger on some issues, for example over the Fugitive Slave Law.

0 3 'Poor leadership was the Confederacy's greatest weakness 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 poor leadership was the Confederacy's greatest weakness in the Civil War might include:

- Davis proved to be an ineffective leader, as demonstrated by the instability of his cabinet with 6 Secretaries for War and 4 Secretaries of State during the war
- Davis and his government failed to manage the economy effectively
- there were key mistakes by military leadership at Vicksburg and Gettysburg that could have changed the outcomes of these major battles
- the overall Confederate strategy can be seen to be overly aggressive.

Arguments challenging the view that poor leadership was the Confederacy's greatest weakness in the Civil War might include:

- lack of resources was the Confederate's greatest weakness
- geographical factors, such as the large land border and expensive coast land, made the Confederacy difficult to defend
- lack of support from foreign powers, especially following the Emancipation proclamation, weakened the Confederacy
- there were successes in Confederate leadership, most notably Lee on the battlefield in the early stages of the war and ordnance Chief Josiah Gorgas who built an arms industry essentially from nothing.

Overall, students can argue for or against whether poor leadership was the Confederacy's greatest weakness. In good answers, students will address both political and military leadership. They may or may not come to different conclusions on these two different areas of leadership. Alternatively, students may argue that although leadership was an issue, that other factors such as lack of resources were more significant. Answers should focus on comparing Confederate weaknesses rather than addressing Union strengths.

0 4 To what extent was the Fourteenth Amendment due to Thaddeus Stevens?

[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**
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- 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 Fourteenth Amendment was due to Thaddeus Stevens might include:

- position as Chairman of Ways and Means Committee and then Committee of Appropriations gave him great power in Congress that he used to push legislation in favour of black civil rights
- he proposed and was then joint chair of the Joint Committee on Reconstruction (the Committee of 15) that brought forward legislation that would become the 14th Amendment. Stevens had been working on this himself since December 1865 (before the Committee was even formed)
- he supported the original bill even though Congress watered it down as he lived amongst ‘men not angels’
- it was Stevens’ division of the South into 5 military districts that pushed some Southern States into accepting the 14th Amendment so they could re-gain their seats in Congress (Louisiana and South Carolina).

Arguments challenging the view that the Fourteenth Amendment was due to Thaddeus Stevens might include:

- he was a relatively marginal figure due to his extremism, limiting his impact on those outside the Radical Republicans
- Senator Lyman Trumbull proposed the 1866 Civil Rights Act (the fore-runner of the 14th Amendment), he also proposed the reauthorisation and expansion of the Freedmen’s Bureau
- 1866 race riots in Memphis and New Orleans with massacres of blacks by local police and white mobs showed strength of resistance to Reconstruction South and in turn strengthened Republican determination to pass legislation to safeguard black rights
- Congress watered down the bill to such an extent that Stevens stated his dream of equality had been shattered
- desired black suffrage which was not included in the 14th Amendment nor the Republican platform in 1867. He believed that 40 acres and a hut were of more use to African-Americans than political rights.

Overall, students can argue for or against whether the passing of the Fourteenth Amendment was due to Thaddeus Stevens. Students may look at Stevens’ position in Congress and on Committees and as one of the leaders of the Radical Republicans in making him central to driving the 14th Amendment. On the other hand, students may look at the 14th Amendment not fulfilling much of what Stevens wanted and also at the role of others, such as Lyman Trumbull.