



GCE MARK SCHEME

SUMMER 2015

HISTORY - UNIT HY2  
DEPTH STUDY 8

THE CRISIS OF THE AMERICAN REPUBLIC  
c. 1848-1877

1232/08



# HISTORY MARK SCHEME

## UNIT 2

### DEPTH STUDY 8

#### THE CRISIS OF THE AMERICAN REPUBLIC

c. 1848-1877

#### Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	<b>AO1</b>	<b>AO2a</b>	<b>Total</b>
<b>Level 1</b>	1-2 marks	1-2 marks	4
<b>Level 2</b>	3-4 marks	3-4 marks	8

#### Marking guidance for examiners

##### Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

##### Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

## ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p><b>Low Level 1: 1-2 marks</b> <i>Material seen is brief or very limited in scope; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>High Level 1: 3-4 marks</b> <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p><b>Low Level 2: 5-6 marks</b> <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p><b>High Level 2: 7-8 marks</b> <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

## INDICATIVE CONTENT FOR PART (a)

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### QUESTION: 1(a)

**What does the author of Source E mean by the phrase “this nation, under God, shall have a new birth of freedom”?**

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase refers to the emancipation of slaves and to the thirteenth amendment.
- the context is the lengthy debate about the future of slavery and its role in causing the civil war.
- Lincoln’s oration is one of his most famous although contemporaries were not that impressed.
- his purpose is rhetorical and it was a public, emotional dedication at the site of one of the bloodiest and decisive conflicts of the war.

### QUESTION: 2(a)

**What does the author of Source C mean by the phrase “to concede to the South an equal right in the newly acquired territories”?**

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase refers to the territories acquired in the recent Mexican war. The issue was the status of slavery in the territories and the compromise of 1850 tried to resolve the issue with mixed results.
- southerners, like Calhoun, were determined on the expansion of slavery and were afraid of northern abolitionist sentiment.
- the context was the long debate on the slavery issue from 1830 onwards and the attempt at compromise in 1850.
- Calhoun was a supporter of southern sectionalism and had been involved in an abortive attempt at secession in 1863. His speech is a revealing insight into southern views.

## Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

### Marking guidance for examiners

#### Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

#### Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

## ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

*Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p><b>Low Level 1: 1-4 marks</b>  <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>High Level 1: 5-8 marks</b>  <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p><b>Low Level 2: 9-12 marks</b>  <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p><b>High Level 2: 13-16 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

## INDICATIVE CONTENT FOR PART (b)

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### QUESTION: 1(b)

## How significant was the role of General U. S. Grant in the Civil War?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of the role of General U.S. Grant in the Civil War. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of the role of Grant. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Both questions see Grant's role as significant. Source A reveals the strengths Grant brought to the leadership of Northern armies. Source B in Grant's own words sets out his grim basic strategy.
- Grant's importance is shown in his western victories eg. Vicksburg and Chattanooga which made him one of the most consistently successful Union commanders. Not much competition!
- his war winning strategy was ruthlessly implemented in 1864-1865 by himself, Sherman and Sheridan in their respective campaigns. Persistent, resourceful and not put off by heavy casualties Grant wore the Confederacy down and demonstrated his superior generalship.
- Source A is an academic historian with all the advantages of research, perspective and analysis. Grant's own despatch in Source B has immediacy and is maybe an early exercise in spin in justifying heavy casualties.



## QUESTION: 2(b)

### How significant was Lincoln's election in 1860 in causing the Civil War?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of Lincoln's election as a cause of the Civil War. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of Lincoln's election in 1860 as a cause of war. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Lincoln's election was the trigger for secession and the sectional nature of his support and opposition made this a reality. The fears of the South set out by Cobb includes the Republican party in the indictment.
- Source B however is a longer term view which identifies Lincoln's blind spot-he just could not see that his moderation cut no ice with the visceral fears of the South. He could not eliminate his long opposition to the extension of slavery and his growing conviction of slavery's basic immortality.
- Lincoln's election might explain the trigger but candidates may point to longer term causes such as abolitionism, the debates on extension of slavery, the Kansas-Nebraska bill, Dred Scott etc all of which stoked up the sectional divisions papered over by the 1850 Compromise.
- It could also be pointed out that Lincoln's determination to use force to preserve the Union was a major factor in causing conflict.
- Cobb is a strong supporter of secession affecting the provenance of Source A whereas the author of Source B has considered afresh Lincoln's career with all the advantages of hindsight, perspective and research.

## Part (c)

**Distribution of marks within each level for part (c), explaining the weighting for each assessment objective.**

	<b>AO1</b>	<b>AO2a</b>	<b>AO2b</b>	<b>Total</b>
<b>Level 1</b>	1 mark	1-2 marks	1-5 marks	8
<b>Level 2</b>	2-3 marks	3-4 marks	6-9 marks	16
<b>Level 3</b>	4 marks	5-6 marks	10-14 marks	24

### **Marking guidance for examiners**

#### **Deciding on the mark point within a level**

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

#### **Quality of written communication**

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

## ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

*Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p><b>Low Level 1: 1-4 marks</b> <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>High Level 1: 5-8 marks</b> <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p><b>Low Level 2: 9-12 marks</b> <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p><b>High Level 2: 13-16 marks</b> <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p><b>Low Level 3: 17-20 marks</b>  <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p><b>High Level 3: 21-24 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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## INDICATIVE CONTENT FOR PART (c)

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### QUESTION: 1(c)

## **Do you agree with the interpretation that the southern economy was thriving and profitable by 1860?**

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation of whether economy in the South was thriving and profitable by 1860. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether the southern economy was thriving and profitable. Candidates should be able to consider whether this interpretation is valid and supported for the whole period or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source. There will be discussion of the viewpoint of controversial economic historians in Source C and the eyewitness account of a northern journalist in Source D.
- Source C is an emphatic assessment that slavery was economically strong and also a positive experience for the slaves! Source D is profoundly sceptical about southern claims of great wealth and provides evidence for a different interpretation.
- the profitability of slavery and the true condition of the slaves are contentious issues in historical debate. Fogel and Engerman have been heavily criticised for their heretical views on slavery. Their statistical methods have been called into question. Olmsted's observation of a poverty stricken south does chime with other interpretations that see slavery in terminal decline by the 1860s. Cotton prices were artificially high and would not have been sustained much beyond 1860. Was slave labour really that much more efficient than free labour? Others have argued it retarded innovation and mechanisation. Was there incentive for a slave workforce?
- the economic growth in the North and West, with massive immigration and technological development put the South's slave economy in a time warp. The South could be seen as seriously unbalanced in terms of economic strength, wealth was unevenly distributed with a small number of rich property owners and an impoverished majority.

**QUESTION: 2(c)**

**Do you agree with the interpretation that the Compromise of 1850 was deeply flawed?**

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation of whether the Compromise was deeply flawed. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether the Compromise of 1850 was deeply flawed. Candidates should be able to consider whether this interpretation is valid and supported for the whole period or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source
- Source C is the impassioned last speech of a Southern supporter with past form on secession (12832) whereas Source D is the considered view of a recent historian.
- Source C is the standard southern defence of its position on the extension of slavery, fugitive slave and abolitionism which the 1850 agreement tried to appease. Source D demonstrates the price paid for appeasement - the northern radicals would not, or could not, let it go.
- the Compromise was a technical agreement and the contribution of Clay and Douglas in achieving it was considerable and in one sense showed a masterly grasp of political horse trading. However it was not a coherent whole-most of the clauses were separate votes which starkly revealed sectional voting patterns in the Senate and the House. It only took Douglas's later ill-judged Kansas-Nebraska bill in 1854 to rip it all up.

## Part (d)

**Distribution of marks within each level for part (d), explaining the weighting for each assessment objective.**

	<b>AO1</b>	<b>AO2a</b>	<b>AO2b</b>	<b>Total</b>
<b>Level 1</b>	2 mark	1-6 marks	1-2 marks	10
<b>Level 2</b>	4 marks	7-14 marks	3-4 marks	22
<b>Level 3</b>	6 marks	15-20 marks	5-6 marks	32

### **Marking guidance for examiners**

#### **Deciding on the mark point within a level**

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

#### **Quality of written communication**

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

## ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

*Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p><b>Low Level 1: 1-4 marks</b> <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>Mid Level 1: 5-7 marks</b> <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>High Level 1: 8-10 marks</b> <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p><b>Low Level 2: 11-14 marks</b> <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p><b>Mid Level 2: 15-18 marks</b> <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p><b>High Level 2: 19-22 marks</b> <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>



3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p><b>Low Level 3: 23-25 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p><b>Mid Level 3: 26-29 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p><b>High Level 3: 30-32 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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## INDICATIVE CONTENT FOR PART (d)

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### QUESTION: 1(d)

## How useful are Sources D, E and F in understanding the American Civil War to 1865?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the American Civil War. Some of the issues to consider may include:

To reach higher levels, candidates will be expected to analyse and evaluate a range of appropriate source material with a high degree of discrimination in relation to the set enquiry.

- the sources are useful in finding out about the importance of Gettysburg and emancipation, the slave economy of the South and impact of emancipation all of which need to be contextualised from the depth study.
- Lincoln's speech is a brilliant piece of concise oratory, Olmsted is a contemporary view doubtless influenced by a northern perspective of a backward South. Nast's cartoon comes with all the advantages and disadvantages of the genre. It is clearly biased but much can be learned from it.
- there were other factors to consider in the lead up to the Civil War such as the Compromise of 1850, the Wilmot Proviso, Kansas-Nebraska and Lincoln's election 1860 for example. The whole context of the war itself is missing from these sources.
- there should be some discussion of the wider range of sources that could be of use in understanding developments in the USA during this period.

**QUESTION: 2(d)**

**How useful are Sources D, E and F in understanding the American Civil War to 1865?**

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the American Civil War to 1865. Some of the issues to consider may include:

- the sources are useful in finding out about Slavery, the Compromise of 1850 and the abolitionist movement all of which need to be contextualised.
- Source E is the considered view of academic historians in their long term perspective based on secure research, Source C is a clear Southern view and the bias and venom of Source F is plain to see. Notwithstanding this it is still useful evidence for the historian.
- there are many features of the origins of the civil war which are not covered such as the Wilmot Proviso, Kansas-Nebraska, Dred Scott, the republican party etc. The context of the war itself is hardly touched upon in these sources.
- there should be some discussion of the wider range of sources that could be of use in understanding in the developments in the USA during this period.