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AS

# History

America: A Nation Divided, c1845–1877

7041/2J The origins of the American Civil War, c1845–1861

Mark scheme

June 2016

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Version: 1.0 Final

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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June 2016

America: A Nation Divided, c1845–1877

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

### Section A

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining attitudes to the Fugitive Slave Act of 1850? **[25 marks]**

*Target: AO2*

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

### Generic Mark Scheme

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **1-5**
- Nothing worthy of credit. **0**

## Indicative content

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

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

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

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

### Provenance and tone

- Harriet Beecher Stowe's 'Uncle Tom's Cabin' was an anti-slavery novel. The characters and events are fiction
- the author was increasingly influential. President Lincoln half-jokingly greeted Stowe as 'the little lady who started the great Civil War', showing the massive impact the novel had in building abolitionist views in the North and angering the South
- the extract is the view of a fictional Senator's wife; the tone is one of outrage against the law which contradicts her religious beliefs.

### Content and argument

- the character Mary argues that Fugitive Slave Law is a 'shameful, wicked, abominable law'. This view was held by many in the North. The Fugitive Slave Law was a component of the Great Compromise of 1850. It was the element of the Compromise that received the greatest anger in the North. This was particularly the case as Northern officials were required to arrest fugitive slaves and individuals could be heavily fined and imprisoned for sheltering slaves
- Mary states that she will break the law at the first opportunity she gets. There were many in the North who did break the law and several states brought in 'Liberty Laws' to counteract it. Events such as the 'Jerry Case' and the case of Antony Burns amongst others, demonstrated Northern opposition to the Fugitive Slave Law
- Mary presents the argument that the law is contrary to Christian teaching: 'I can read my Bible; and there I see that I must feed the hungry, clothe the naked, and comfort the desolate; and that Bible I mean to follow'. Much of the opposition to slavery and the Fugitive Slave Law were based on Christian teaching. However, there were those in the North (and in the book) that accepted the Fugitive Slave Law as a necessary step to ensure that the unity of the Northern and Southern sections, for example Daniel Webster in his 7 March speech.

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

### **Provenance and tone**

- ‘The Planter’s Northern Bride’ was a Southern novel in favour of slavery. There was outrage in the South at the publication of the novel ‘Uncle Tom’s Cabin’ and the failure of some in the North to comply with the Fugitive Slave Act. This novel was a response to ‘Uncle Tom’s Cabin’
- the extract is from the introduction to the book, meaning it is the author (Caroline Lee Hentz) who is directly expressing her view, rather than it being presented through characters
- the tone is one of a factual presentation of an argument. It is clear from the tone that the author is pro-slavery and pro-South with use of terms such as ‘happiest labouring class on the face of the globe’ and ‘beautiful groves of the South’.

### **Content and argument**

- Caroline Lee Hentz argues that the slaves in the South are a happy labouring class. The pro-Slavery lobby argued that slaves had better lives than poor Northern workers and that abolitionists were falsely presenting slavery in order to promote slaves to flee and even rebel
- she argues that the fact that Fugitive Slaves are fleeing North is not proof of dissatisfaction amongst slaves but that people in the North are enticing the slaves to flee with false promises
- she argues that the slaves had no reason to seek refuge in the North and that the unrest in the South’s slaves was being created by false promises from the North. The Fugitive Slave Act was an essential component of the 1850 Great Compromise in the South, many of whom felt that the majority of other elements were in favour of the North. The South considered their way of life as being under attack and that only compliance with the Fugitive Slave Act would convince them that the North did not intend to abolish slavery.

In arriving at a judgement as to the relative value of each source, students may conclude that Source B is the direct voice of the author whilst Source A is the voice of a fictional character (though it would seem to closely reflect the author’s view). Source A more directly addresses the issue of the Fugitive Slave Law and its implementation, whilst Source B is largely about the reasons for there being fugitive slaves. The sources are both novels and in this context, part of the broader argument in American society at the time that was taking place through popular literature. Whilst ‘Uncle Tom’s Cabin’ is generally seen as having had a huge impact, novels such as ‘The Planter’s Northern Bride’ were not widely read outside the South. Source A is arguably highly valuable as a representation of Northern opposition to the Fugitive Slave Law, Source B doesn’t directly defend the law but instead argues that there was no good reason for slaves to flee. Any supported argument as to relative value should be fully rewarded.

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**Section B**

**02** 'By 1845, the Missouri Compromise was ineffective in maintaining peace.'

Explain why you agree or disagree with this view.

**[25 marks]**

*Target: AO1*

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

**Generic Mark Scheme**

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

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**Indicative content**

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

**Arguments suggesting that by 1845, the Missouri Compromise was ineffective in maintaining peace might include:**

- the Compromise was widely seen as being fundamentally undemocratic and therefore flawed and unlikely to survive a strong challenge. The idea of popular sovereignty started to receive greater support
- the Nullification Crisis highlighted how divisions existed between North and South despite the Missouri Compromise
- the Missouri Compromise led to strong division over the expansion of America, most notably over the idea of acquiring land from Mexico and potential annexation of Cuba
- in the South many were unhappy that the Missouri Compromise created the precedence that Congress could make laws regarding slavery. However, in the North many were unhappy with the Compromise as it allowed the expansion of slavery – suggesting the Compromise was failing to please either the North or South.

**Arguments challenging the view that by 1845, the Missouri Compromise was ineffective in maintaining peace might include:**

- the Compromise lasted 30 years and had ensured clarity on the position regarding the expansion of slavery for this period of time. It gave a mechanism for the maintenance of balance between the Northern and Southern states
- the annexation of Texas took place in 1845 under the Missouri Compromise and crisis was averted. Polk was elected President in 1844 on the basis of a promise to annex both Texas and Oregon maintaining the North/South balance and Missouri Compromise
- Arkansas entered the Union under the terms of the Compromise without Sectional issues – suggesting the Compromise was effective
- the Compromise had widespread support in the North and South and therefore reduced sectional tension.

Students may conclude that the Missouri Compromise could not be expected to maintain peace between North and South permanently in face of Westward expansion and the connected debates over the expansion of slavery. It did, however, reduce the tension between the North and the South. From its implementation until 1845, the Missouri Compromise reassured the South over the future of slavery and the North over the limits to the expansion of slavery. The combination of the growing population in the North (shifting the balance in the House of Representatives) and Westward expansion meant that the tensions over slavery's expansion rose in the 1840s. The Compromise would not survive the changing circumstances but it did leave some legacy stability in which North and South had accepted an imperfect compromise in order to avoid conflict and maintain the Union.

**03** ‘Southern politicians were responsible for the outbreak of the Civil War in 1861.’

Explain why you agree or disagree with this view.

**[25 marks]**

*Target: AO1*

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

### Generic Mark Scheme

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



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## 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.

**Answers that focus exclusively on long term factors/ events with little or no focus on 1860/61 will be seen as lacking understanding of the question and lacking a range of knowledge, restricting the level they can achieve.**

**Arguments suggesting that Southern politicians carry the responsibility for the outbreak of the Civil War in 1861 might include:**

- it was Southern politicians who pushed for and led Secession from the Union which started the war and the confederate leader, Davis, ordered the taking of Fort Sumter starting the war
- South Carolina and the other seceding states can be argued to have acted irrationally given Lincoln's stated position on slavery and the constitutional constraints on his power, particularly as the Republicans did not control Congress
- Lincoln, on becoming President, was conciliatory but firm and Congress did seek compromise, but Southern politicians largely refused to enter into any discussion of compromise
- Lincoln at the time, and some historians since, believed that the war was a result of a 'slave power conspiracy' in which the Southern politicians from the planter class conned the Southern voters into secession and war.

**Arguments challenging the view that Southern politicians carry the responsibility for the outbreak of the Civil War in 1861 might include:**

- the war between the two sections can be seen as being due to the long standing differences and tensions between North and South. Attempts at compromise had been exhausted and only conflict would resolve the issues
- the Southern politicians represented the views of the Southern people who had been whipped up into an emotional fever at the time, largely by 'fire-eaters' from outside the political mainstream. Without popular support secession and war would have not followed
- Lincoln and the North could have allowed secession and avoided war, the Confederacy wanted peaceful co-existence
- some have argued that Lincoln manoeuvred the situation at Fort Sumter so that the Confederacy would fire the first shots of the war, suggesting Lincoln was responsible for the start of the war.

Students may conclude that the Southern politicians of 1860–1861 must carry a great deal of blame for the starting of the Civil War but that the road to war was a long and complicated one. Southern politicians can be seen to have acted with undue haste and rashness in both seceding and ordering the start to hostilities. It is clear that they did less in terms of seeking compromise than the Northern politicians and Lincoln himself. It is important that the South is not seen as a homogeneous block and students may differentiate between upper and lower South as well as between states. There were dissenting voices amongst Southern politicians who called for a more conciliatory approach. The build-up of tension over time can be considered, as can the attitude of the Southern population as secession was supported by popular votes in the South. The actions of

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Lincoln and others from the North can also be considered, students may consider the view that the North could have done more to avoid war.