

Edexcel – A2 GCE
Unit 3: Depth Studies
and Associated
Historical
Controversies
Option C

**C1 The United States, 1820–77:
A Disunited Nation?**

**SOURCES
ACCOMPANYING
SECTION B**

SOURCE 1

From Murphy, Waldron and Cooper, United States 1740–1919

Historians have tended to look at the formidable balance of resources between North and South in 1861 and conclude that the defeat of the South was almost inevitable from the start. Indeed, the historian Shelby Foote writes, in *Civil War* (1991), of the North winning 'with one hand behind its back'. This was not, however, how contemporaries from either side, or abroad, saw things at the time. It was only as the Civil War drew on that the resource advantage of the North became clear.

SOURCE 2

From Paul Johnson, A History of the American People

The South compounded its difficulties by weaknesses in its handling of finance, diplomacy, and internal politics, all of which had severe military consequences. First, it is a curious historical fact that most Civil Wars are lost by one side running out of money, and the American Civil War was an outstanding case in point. The South has no indigenous gold or silver supplies and no bullion reserves and was entirely dependent on its own paper money. The North had the enormous advantage of a large well-trained navy and, almost from the start, was able to impose a blockade, often ineffective at first but progressively tighter as the war progressed. As a result, import and export taxes, the way of raising money traditionally preferred by the South, raised little.

SOURCE 3

From Rawley, Turning points of the Civil War

The Battle of Gettysburg has been regarded as the turning point of the Civil War, the victory that won the war for the Union, the great divide. Historians have recently re-evaluated Gettysburg in relation to the claims of Antietam as a greater turning point of the tide, for the victory at Antietam ... produced two major results. England was constrained to postpone the mediation in the war at a time when England was nearer the recognition of the Confederacy as a separate nation than ever before or after. The other great consequence of Antietam was the Emancipation Proclamation projecting a potent moral ideal onto the Union cause and amplifying the meaning of the war for the nation's history. Union defeat at Antietam would almost surely have eventuated in Southern independence.

Examiner's Specific Advice

The exam is divided into two sections, A and B. The length of the exam is two hours. In Section A, you must answer one question from a choice of two. You are not required to evaluate historical sources in your answer. Section A is marked out of 30. In Section A you should spend five minutes planning and then 50 minutes writing your answer.

Section A answers will require you to recall and use historical knowledge. You will be expected to present historical explanations which show a clear understanding of history. You could be asked questions on the causes or consequences of events; or you may be asked to make a historical judgement about the significance of an important historical event or individual.

Exemplar Question

'The presidency of Ulysses S. Grant was very successful in the period 1869–77.'

How far do you agree with this view?

(30 marks)

Planning Your Response

You should always plan your answers. You should identify the key words in the question. In this case, 'how far' and 'successful'. Your plan should focus on the period 1869–77. One effective and quick way to plan your answer is to create a table identifying the successes and failures of Grant's presidency.

Examiner's Exemplar Answer 1

Plan

- Success: 1869 won a clear victory in the presidential election and won again in 1872
- Failure: Widespread corruption during his presidency
(1)

(1) The plan reveals recognition of some of the key issues. However, in five minutes the plan could be more extensive.

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Essay

Grant's presidency experienced both successes and failures. He focused on Reconstruction policies. However, he surrounded himself with Cronies which weakened his position (2).

Congress supported radical Reconstruction during Grant's presidency supported by men such as Charles Sumner. Grant supported Reconstruction but did not actively involve himself in the process. Grant's clear victories in 1869 and 1872 meant Congress could carry out Reconstruction policies as they wanted without much interference from the president or Supreme Court (3).

Reconstruction governments in the South achieved mixed results during Grant's presidency. Often these governments became dominated by carpetbaggers – a term used by Southerners to describe Northerners who entered and exploited the South economically. It should be noted that many of these governments in the South were very corrupt (4).

All former rebel states had re-entered the Union by 1870, which could be seen as a success of Grant's first presidency. The Fourteenth and Fifteenth Amendments had been added to the US Constitution. When there was the threat of resistance to Reconstruction in the South the Federal Government passed Enforcement Acts in 1870 and 1871. This gave the president military power to put down white Southern violence (5).

However by 1872 the determination to pursue radical Reconstruction began to decline. The Fourteenth Amendment was restricted and in 1872 the General Amnesty Act was passed. In 1877 all Federal troops were withdrawn from the South (6).

One key failure of Grant's presidency was the level of corruption. There were many scandals which undermined Grant. In 1869 there was the Gold Scandal and in 1876 there was the Belknap scandal. There were many other scandals. It should be noted that corruption was generally widespread and was not just the fault of President Grant (7).

As we can see, Grant achieved some successes. Reconstruction did help the South to recover to an extent. However, there were many failures during his presidency such as the failure to end corruption (8).

Examiner's Assessment

(2) The introduction reveals an analytical understanding of the question. However, the issue of 'Cronies' could be developed further.

(3) The answer drifts into narrative with no real consideration of 'how far'.

(4) The opening sentence, by using the phrase 'mixed results', begins to show an attempt to analyse 'how far' and the reference to carpetbaggers brings in some relevant factual development.

(5) This paragraph has a more explicit analytical focus. The candidate has selected precise facts to support the points. However, again the arguments could be developed further.

(6) The candidate begins to recognise that Radical Reconstruction was not completely successful. However, the answer is quite implicit and needs to be more explicit in terms of analytical focus.

(7) This paragraph is more focused and includes relevant facts. However, they could be explained in

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This Level 3 answer has attempted analysis and shows some understanding of the question. In places it is generalised. The answer also drifts into narrative in places and points are not developed fully. The answer needs to have a more sustained analytical focus, clearly centred on exploring 'how far'. For these reasons the answer doesn't make Level 4, but it does reach Mid Level 3 (15–16 marks).

Examiner's Exemplar Answer 2

Plan

- Key phrases: 'How far' and 'very successful'
- Successes: Re-elected 1869 and 1872; Reconstruction implemented; by 1870 all rebel states back in the Union; 14th and 15th Amendments passed
- Failure: Cronies; corruption; South exploited; carpetbaggers; Scallywags; scandals: Whiskey Ring; 1873 salary grab (9)

Essay

It would be inaccurate to describe Grant's presidency as very successful. The number of scandals during his presidency, such as the Belknap Scandal of 1876, would prevent such a claim. However, there were some successes during his presidency, such as the introduction of the Fourteenth Amendment (10).

Radical Reconstruction resulted in some successes. The Fourteenth Amendment ensured freed Afro-American slaves were recognised as American citizens under the American Constitution. The Fifteenth Amendment stated that all American citizens had the right to vote. However, the extent of these successes should not be exaggerated. The majority of Afro-Americans were excluded from exercising their right to vote in the majority of Southern States – a situation which was not remedied until the 1960s. Even though Afro-Americans gained American citizenship they were often denied Civil Rights especially in the Southern States (11).

Moreover, even though Grant supported Reconstruction he did not actively involve himself in the process. Grant's clear victories in 1869 and 1872 meant Congress could carry out Reconstruction policies as they wanted, without much interference from the president or Supreme Court. In fact Grant surrounded himself with 'cronies', which undermined the reputation of his presidency and inevitably the success of his two administrations (12).

Reconstruction governments, which were established in the

more depth.

(8) The conclusion considers both successes and failures. However, there could be more emphasis on 'how far'.

(9) The plan reveals a clear understanding of the question. Points are organised to support the discussion of 'how far'.

(10) The introduction begins with an explicit judgement and is supported with relevant examples. The candidate also considers 'how far'.

(11) Again the candidate begins with a clear judgement. Importantly, the analysis is developed with relevant and precise examples.

(12) This shows good understanding of the historical context with clear analysis and evidence.

(13) Relevant issues

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Southern States, achieved mixed results during Grant's presidency. Often these governments became influenced by carpetbaggers from the North and Scallywags from the South, who exploited the South economically. It should be noted that many politicians in the North and South were very corrupt during this period (13).

A clear failure of Grant's presidency was the number of scandals. In 1876 Secretary of War William Belknap resigned from the government for receiving money in return for allowing certain businessmen to sell supplies to Indians. Another famous scandal was the 'Whiskey Ring'. Grant's private secretary General Orville Babcock participated in a plot to defraud the Government of millions by avoiding tax payments on the sale of whiskey. It should be noted that corruption was generally widespread and was not just the fault of President Grant (14).

Despite such failures there were also clear successes. All former rebel states had re-entered the Union by 1870. When there was the threat of resistance to Reconstruction in the South, the Federal Government passed Enforcement Acts in 1870 and 1871. This gave the president military power to put down white Southern violence. The Southern States did not seriously threaten the North or the establishment of a Federal USA (15).

The extent of success during Grant's presidency was limited by the constant political scandals. Therefore to describe Grant's presidency as being very successful is not completely accurate. On the other hand, to view his presidency as a complete failure would also be inaccurate. Reconstruction did help the South to recover to an extent. In 1872 the General Amnesty Act was passed and in 1877 all Federal troops were withdrawn from the South (16).

Examiner's Assessment

This is a very good answer, worthy of Level 5, and would probably be awarded 25/30 marks (Low Level 5). It has a clear, explicit and sustained analytical focus. The candidate has explored a range of relevant issues and supported the arguments with precise examples. The facts used are accurate and are deployed effectively. Points are clearly communicated and the answer is structured effectively.

are raised here, accompanied by appropriate analysis. However, the analysis could be developed further.

(14) Again, good focus and development. However, different issues could be linked more effectively within this paragraph.

(15) Again, this reveals a good understanding of both the successes and failures of Grant's presidency.

(16) The essay reaches a clear analytical conclusion. The candidate uses new facts to support the concluding argument, which reveals good planning.

'The presidency of Ulysses S. Grant was very successful in the period 1869-77.'

How far do you agree with this view?

(30 marks)

Target: AO1a and AO1b (13%) (30 marks)

The essay questions in Section A will have an analytical focus, requiring candidates to reach a substantiated judgement on a historical issue or problem.

<p>Level 1</p>	<p>Candidates will produce a series of statements, some of which may be simplified. The statements will be supported by factual material which has some accuracy and relevance although not directed at the focus of the question. The material will be mostly generalised. The writing may have some coherence and it will be generally comprehensible, but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 1: 1–2 marks</p> <p>The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 3–4 marks</p> <p>The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 5–6 marks</p> <p>The qualities of Level 1 are securely displayed.</p>	<p>(1–6)</p>
<p>Level 2</p>	<p>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far. The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 7–8 marks</p>	<p>(7–12)</p>

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	<p>The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 9–10 marks</p> <p>The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 11–12 marks</p> <p>The qualities of Level 2 are securely displayed.</p>	
Level 3	<p>Candidates' answers will be broadly analytical and will show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Factual material will be accurate, but it may not consistently display depth and/or relevance. The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 13–14 marks</p> <p>The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 15–16 marks</p> <p>The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 17–18 marks</p> <p>The qualities of Level 3 are securely displayed.</p>	(13–18)
Level 4	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it, with some evaluation of argument. The analysis will be supported by accurate factual material, which will be mostly relevant to the question asked. The selection of material may lack balance in places. The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing</p>	(19–24)

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	<p>will be coherent overall. The skills required to produce a convincing and cogent essay will be mostly in place.</p> <p>Low Level 4: 19–20 marks</p> <p>The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 21–22 marks</p> <p>The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 23–24 marks</p> <p>The qualities of Level 4 are securely displayed.</p>	
<p>Level 5</p>	<p>Candidates offer a sustained analysis which directly addresses the focus of the question. They demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and – as appropriate – interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material. The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 25–26 marks</p> <p>The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 27–28 marks</p> <p>The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 29–30 marks</p> <p>The qualities of Level 5 are securely displayed.</p>	

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Option C

Examiner’s Specific Advice

Section B of the exam focuses on the use of sources and historical controversies. The controversies which you should focus on for C1 The United States, 1820–77: A Disunited Nation? are as follows:

- a. Why did Civil War break out in the United States?
- b. Why did the North defeat the South in the Civil War?

You are required to answer one question out of a choice of two. There will be one question on each controversy. This question is marked out of 40. Twenty-four marks are awarded for analysis and evaluation of historical interpretations and representations of history. Sixteen marks are awarded for the ability to recall, select and deploy historical knowledge.

You will be assessed on your ability to establish links between your own knowledge and two to three secondary sources presenting the interpretations of historians on the above controversies. You will be required to explore an issue of historical debate and reach substantiated judgements. Again you should use your own knowledge and understanding of the historical context to discuss the value of different historical interpretations. You will be expected to compare, contrast and evaluate the views stated within the sources.

Answers should be driven by the sources. Candidates who fail to use the sources fully and whose answer is driven by their own factual knowledge will not score highly. You need to focus on discussing the strengths and weaknesses of the historical interpretations you have been presented with. You are not required to recognise the historians within the sources. In fact you are not required to revise lists of historians and categorise their arguments. However, being aware of different historians and their views could be helpful.

Exemplar Question

Use Sources 1, 2, 3 and your own knowledge.

How far do you agree that the superiority of Northern resources was the main factor in explaining the defeat of the South in the Civil War?

Explain your answer, using the evidence of Sources 1, 2 and 3 and your own knowledge of the issues related to this controversy.

(40 marks)

Planning Your Response

You will need to plan your answer carefully. You need to ensure your plan incorporates the sources and your own knowledge. It is not unusual for examination candidates to produce a very good plan, but then fail to fully utilise in their

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response. This may be for the following reasons:

- The plan is too ambitious.
- The candidate's argument drifts away from it.
- The candidate runs out of time.

Examiner's Exemplar Answer 1

Plan

Causes of defeat:

- Lack of resources and less men in the South
- Naval blockade
- Weaknesses of Southern leadership
- Military leadership of Grant and Sherman
- Political leadership of Lincoln
- S1 = Not just resources
- S2 = Taxes and money; naval blockade
- S3 = Importance of Antietam (1)

Essay

The superiority in resources, which the North had over the South, did contribute to their eventual victory. However, other factors also caused the defeat of the South such as the failure of Southern States to co-operate effectively to oppose the North. Whether the superiority of Northern resources was the most crucial factor can be debated (2).

Source 1 indicates that many historians have concluded the defeat of the South was 'inevitable' due to advantages in resources. The population of the North numbered 22 million, whilst the South was 9 million. The South also refused to use slaves as soldiers. In 1860 the North produced over 90% of US coal and firearms and 80% of the country's wheat production essential for feeding the nation. Therefore to an extent advantages in resources did contribute to the defeat of the South. Source 1 also acknowledges that there were other factors which contributed to the South's defeat (3).

The North's navy dominated the sea, which made it more difficult for the South to import goods such as weapons. Also the South could not export cotton, which was its main product and which had brought foreign currency and goods into the South. Source 2 recognises that the North had a 'large well trained navy', which contributed to the North's victory in the Civil War. Southern governments were not as

(1) The plan highlights a range of relevant issues. There is some recognition of source content. However, it does not place the sources at the heart of the answer and does not incorporate a structure to the essay.

(2) The introduction recognises the key phrases within the question. The candidate considers the given factor of 'Northern resources' and acknowledges the importance of other factors. However, a source reference should be integrated into the introduction.

(3) The paragraph begins with clear analysis of the interpretation. However, the candidate fails to cross-reference sources effectively.

(4) The candidate explains the importance of the navy and refers to Source 2. However, points need to be linked more closely to

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effective at collecting taxes, which could have helped the South oppose the North (4).

Abraham Lincoln's political skill also contributed to the North's victory. He managed to prevent states such as Maryland and Kentucky from joining the Confederacy. Many people within these two states supported slavery. If Maryland had joined the Confederacy, Washington DC, the Union capital, would have been surrounded by enemy territory. The leader of the South, Jefferson Davis, was not as talented as Lincoln. At times he failed to co-operate effectively with other Southern politicians. However, it could be argued that Davis was made a scapegoat for the defeat of the South after the Civil War had ended (5).

Source 3 recognises the importance of the battle of Antietam in causing the defeat of the South. This victory was shortly followed by the 'Emancipation Proclamation', which gave the North a 'potent moral ideal' and this made it more difficult for the South to win the Civil War. Some historians have argued that the superior military leadership of the North was also an important factor in the defeat of the South. General Lee was prevented from invading the North at the Battle of Gettysburg in July 1863. Davis refused to accept Lee's resignation. The war turned into stalemate and the South did not have the resources of the North. In Source 2 Johnson argues that the South had 'weaknesses in its handling of finance, diplomacy, and internal politics, all of which had severe military consequences' (6).

In 1864 Lincoln had established an effective military leadership of the North. Grant became the General-in-Chief of all Union Armies. General Sherman took control of the Union forces in the West. Sherman launched his Georgia campaign and burnt Atlanta to the ground. He then carried out an economic campaign against the population of Georgia and the Carolinas. It could be argued that during the latter years of the Civil War 'the resource advantage became clear' (Source 1) (7).

In 1861 it was not inevitable that the South would be defeated. The South expected support from Britain who relied heavily on the South's cotton. The South had a clear cause, which was to defend their territory. The morale of the Southern population was good. Many Southerners had a military background. Another advantage the South had was that slaves could farm the land whilst

discussing the validity of the interpretation.

(5) This paragraph contains some causal analysis and discusses the role of Jefferson Davis. Again, points need to be more closely linked to the interpretation. Additionally, this paragraph does not contain any source references. Stronger answers will be driven by the sources instead of own knowledge.

(6) Again, relevant causal analysis and own knowledge have been included. For the first time, the candidate refers to two different sources. However, the sources are not cross-referenced effectively.

(7) The candidate recognises the importance of military leadership with some appropriate references to Source 1. Again, there could be more discussion of the strength of the interpretation.

(8) Here the candidate integrates points which

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Southern whites could join the Confederate Army. Hence the North's advantage in resources was not the most crucial factor. Source 1 recognises that it was 'only as the Civil War drew on that the resource advantage of the North became clear' (8).

Overall we can see that many issues resulted in the defeat of the South. Poor political leadership and defeats in battles such as Antietam were crucial factors in the defeat of the South. The superior resources of the North did contribute to the defeat of the South. However, this did not become a key reason until 1863. At this stage the South did not have the resources to compete with the North; as Source 2 argues the South had no 'indigenous gold or silver supplies' (9).

Examiner's Assessment

This essay overall reaches High Level 3 (10/16 marks) for AO1 and Low Level 4 (15/24 marks) for AO2. Total marks: 25/40. Candidates are awarded 24 marks for analysis and evaluation of historical interpretations and representations of history; 16 marks are awarded for the ability to recall, select and deploy historical knowledge.

Here the candidate has explored a range of relevant issues; included relevant causal analysis and attempted to discuss the validity of the interpretation.

However, the answer is not driven by the sources. The candidate has not cross-referenced sources effectively to discuss the interpretation. The candidate has included a range of relevant factual points to support the arguments and does reach a clear conclusion. But the answer needs to have a more sustained focus on discussing the interpretation and the sources need to be linked more closely to own knowledge. This will allow the candidate to discuss the strengths and weaknesses of the interpretation more effectively.

Examiner's Exemplar Answer 2

Plan

Causes of defeat; sources and cross-referencing; own knowledge; launch pads' discuss differing interpretations:

undermine the view that the defeat of the South was inevitable and links this more closely to the interpretation. However, there is no cross-referencing of the sources which would allow the candidate to explore/develop the arguments in more depth.

(9) The final paragraph is focused on the question, and offers a balanced conclusion relating to a range of causal factors. The candidate has recognised the importance of resources and linked them to other factors. There is a source reference to support the conclusion.

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- Source 1 identifies lack of resources; recognises historical dispute over why the South lost
- Link S1 to own knowledge (OK): Northern States population 22 million
- S2 links to S1 by emphasising that naval blockade resulted in the South having less resources to oppose the North
- S2 more emphasis on resources and not acknowledge differing views as S1 does
- Source 3 emphasises the role of military campaigns and military leadership (Grant, Sherman etc).
- S3 = Importance of Antietam
- S3 less emphasis on resources as compared to S1 and S2
- Other issues: Lincoln; Davis; political leadership of Lincoln
- S2 = Lack finance; taxes; worthless currency
- Conclusion: Not just resources but range of factors! (10)

Essay

Source 1 recognises that resources did contribute to the North's victory. However it also acknowledges that 'contemporaries from either side' did not support this view. The North did have superior resources and produced 94% of their own pig iron. Source 2 also recognises the superiority of the North's resources. Significantly, as Source 3 indicates, other issues also caused the defeat of the South. Arguably the failure of Southern States to co-operate effectively to oppose the North was also very significant. Whether the superiority of Northern resources was the most crucial factor can be debated (11).

Many historians have concluded the defeat of the South was 'inevitable' (S1) due to the advantages the North had in resources. The population of the North numbered 22 million whilst the South was 9 million. The South also refused to use slaves as soldiers. In 1860 the North produced over 90% of US coal and firearms and 80% of the country's wheat production, essential for feeding the nation. Therefore, to an extent, advantages in resources did contribute to the defeat of the South. Source 1 also acknowledges that there were other factors which contributed to the South's defeat. Source 3 recognises this by emphasising the importance of key military campaigns such as 'Antietam' (12).

(10) As compared to the plan for Exemplar Essay 1, this plan is more effective. The candidate begins by emphasising key skills which will need to be displayed in a good answer. The candidate then highlights key issues, and the plan is more driven by the sources. The different sources are linked within the plan. The candidate also includes some specific factual points to support the arguments.

(11) The introduction highlights the key issues and reveals a clear understanding of the essay title. Significantly, the introduction includes focused source references which are linked to discussing historical interpretations.

(12) The candidate includes precise factual examples to support the arguments. These facts are also used to support points drawn from the sources. The candidate links the sources effectively to support the arguments.

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Effective military leadership in the North also contributed to the defeat of the South. In 1864 Lincoln had established an effective military leadership of the North. Grant became the General-in-Chief of all Union Armies. General Sherman took control of the Union forces in the West. Sherman launched his Georgia campaign and burnt Atlanta to the ground. He then carried out an economic campaign against the population of Georgia and the Carolinas. It could be argued that during the latter years of the Civil War lack of resources was very important in the defeat of the South. Source 2 argues '... that most Civil Wars are lost by one side running out of money', which supports the argument in Source 1 that the North did have a 'resource advantage' (13).

The North's navy dominated the sea, which made it more difficult for the South to import goods such as weapons. Also the South could not export their main product, cotton, which had brought foreign currency and goods into the South. Source 2 recognises that the North had a 'large well-trained Navy', which contributed to the North's victory in the Civil War. Southern governments were not as effective at collecting taxes, which could have helped the South oppose the North. However, this was not just a question of resources and such factors would not have become significant without the effective military campaigns, as argued by Source 3. Rawley argues that the victory at Antietam allowed Lincoln to pass the 'Emancipation Proclamation' (S3), which gave the North the moral high ground within the USA and internationally. Significantly, the British were also unlikely to provide the South with more support after this defeat (14).

Abraham Lincoln's political skill also contributed to the North's victory. He managed to prevent states such as Maryland and Kentucky from joining the Confederacy. Many people within these two states supported slavery. If Maryland had joined the Confederacy, Washington DC, the Union capital, would have been surrounded by enemy territory. The leader of the South, Jefferson Davis, was not as talented as Lincoln. Source 2 argues that the South suffered 'weaknesses' within their 'internal politics'. At times Davis failed to co-operate effectively with other Southern politicians. However, it could be argued that Davis was made a scapegoat for the defeat of the South by historians after the Civil War.

(13) The candidate continues to explore a range of relevant issues. The paragraph begins with a focus on military leadership, and the candidate then presents the argument that resources became a more crucial factor towards the end of the Civil War. Again, sources are cross-referenced effectively.

(14) Again this paragraph is driven by the sources and links different issues effectively. The candidate deploys own historical knowledge to further develop the arguments.

(15) Very precise facts are used to further explore the

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had ended, suggesting that Northern resources were the key factor in the North's victory and not weaknesses in Southern political leadership. Nevertheless, as Source 3 infers, military campaigns such as 'Gettysburg' could be viewed as more important (15).

General Lee was prevented from invading the North at the Battle of Gettysburg in July 1863. This seems to support Source 3 in terms of emphasising the importance of military victories in securing the defeat of the South. Davis refused to accept Lee's resignation after Gettysburg. The war turned into stalemate and the South did not have the resources of the North. Therefore, at this stage it could be argued that resources became a crucial factor. Johnson argues that the South had 'weaknesses in its handling of finance, diplomacy, and internal politics, all of which had severe military consequences'. (S2) This view is further supported in Source 1, which argues it was 'only as the Civil War drew on that the resource advantage of the North became clear' (16).

In 1861 it was not 'inevitable' (S1) that the South would be defeated. The South expected support from Britain, who relied heavily on the South's cotton. The South had a clear military aim, which was to defend their territory. The morale of the Southern population was good. Many Southerners had a military background. Another advantage the South had was that slaves could farm the land whilst Southern whites could join the Confederate Army. Hence the North's advantages in resources were not the most crucial factor. Again, this can be supported by Source 3, which recognises that Britain did not fully support the South because of the North's military victories such as 'Antietam' (17).

(18).
Hence we can see that many issues resulted in the defeat of the South. Poor political leadership, losing key battles and superior military leadership in the North were all crucial factors. The superior resources of the North did contribute to the defeat of the South. However, this did not become a key reason until 1863. At this stage the South did not have the resources to compete with the North; as Source 3 argues, the South had no 'indigenous gold or silver supplies'

validity of the interpretation. Again, the candidate cross-references the sources effectively. The candidate also reveals good source-inference skills.

(16) More emphasis is placed on the significance of resources, which reveals some repetition. However, different factual points are used to support the candidate's arguments. Again, the paragraph is driven by the sources and not just own knowledge.

(17) Here the candidate highlights factors which undermine the importance of Northern resources in the early years of the Civil War. The linking of sources could be improved within this paragraph.

(18) This is a clear conclusion. The candidate recognises the importance of resources but argues that this only became a key factor towards the end of the Civil War. The conclusion could be improved by linking different sources to develop the point further.

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Examiner's Assessment

This essay is more effective because the answer is driven by the sources. The essay contains a range of key skills required by the mark scheme. Overall it scores a High Level 4 (13/16) for AO1 and a Low Level 5 (20/24) for AO2. Total marks: 33/40. Candidates are awarded 24 marks for analysis and evaluation of historical interpretations and representations of history; 16 marks are awarded for the ability to recall, select and deploy historical knowledge.

Here the candidate has explored a range of relevant issues; included relevant causal analysis and discussed the validity of the interpretation.

As stated above, the answer is driven by the sources. Accurate and appropriate source references are made in every paragraph. Sources are cross-referenced effectively to discuss the interpretation.

A range of relevant factual points are included to support the arguments and a clear conclusion is reached. The candidate has considered the strengths and weaknesses of the interpretation.

In places, however, more specific factual points could be linked to the sources. This would allow the arguments to be developed in more depth. In some paragraphs, such as the conclusion, the sources could be linked more effectively. This would result in higher marks being awarded for this answer.

**Edexcel – A2 GCE
Unit 3: Depth Studies
and Associated
Historical
Controversies
Option C**

**C1 The United States, 1820–77:
A Disunited Nation?**

**Mark Scheme
for Section B**

How far do you agree that the superiority of Northern resources was the main factor in explaining the defeat of the South in the Civil War?

(40 marks)

Target: AO1a and AO1b (16 marks); AO2b (24 marks) (Total 40 marks)

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The question will require candidates to compare the provided source material in the process of exploring an issue of historical debate and reaching substantiated judgements in the light of their own knowledge and understanding of the issues of interpretation and controversy. Students must attempt the controversy question that is embedded within the period context.

AO1a and AO1b (16 marks)

<p>Level 1</p>	<p>Candidates will produce a series of statements, some of which may be simplified, on the basis of factual material which has some accuracy and relevance although not directed at the focus of the question. Links with the presented source material will be implicit at best. The factual material will be mostly generalised and there will be few, if any, links between the statements. The writing may have some coherence and it will be generally comprehensible but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 1: 1 mark</p> <p>The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 2 marks</p> <p>The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 3 marks</p> <p>The qualities of Level 1 are securely displayed.</p>	<p>(1–3)</p>
<p>Level 2</p>	<p>Candidates will produce statements deriving from their own knowledge and may attempt to link this with the presented source material. Knowledge will have some accuracy and relevance. There may be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far. The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 4 marks</p> <p>The qualities of Level 2 are displayed, but material is less</p>	<p>(4–6)</p>

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	<p>convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 5 marks</p> <p>The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 6 marks</p> <p>The qualities of Level 2 are securely displayed.</p>	
Level 3	<p>Candidates attempt a broadly analytical response from their own knowledge, which offers some support for the presented source material. Knowledge will be generally accurate and relevant. The answer will show some understanding of the focus of the question but may include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Attempts at analysis will be supported by generally accurate factual material which will lack balance in places. The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 7 marks</p> <p>The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 8–9 marks</p> <p>The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 10 marks</p> <p>The qualities of Level 3 are securely displayed.</p>	(7–10)
Level 4	<p>Candidates offer an analytical response from their own knowledge which supports analysis of presented source material and which attempts integration with it. Knowledge will be generally well selected and accurate and will have some range and depth. The selected material will address the focus of the question and show some understanding of the key issues contained in it with some evaluation of argument and – as appropriate – interpretation. The analysis will be supported by</p>	(11–13)

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	<p>accurate factual material which will be mostly relevant to the question asked although the selection of material may lack balance in places. The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce a convincing and cogent essay will be mostly in place.</p> <p>Low Level 4: 11 marks</p> <p>The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 12 marks</p> <p>The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 13 marks</p> <p>The qualities of Level 4 are securely displayed.</p>	
<p>Level 5</p>	<p>Candidates offer a sustained analysis from their own knowledge which both supports, and is integrated with, analysis of the presented source material. Knowledge will be well selected, accurate and of appropriate range and depth. The selected material directly addresses the focus of the question. Candidates demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and – as appropriate – interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material. The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 14 marks</p> <p>The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 15 marks</p> <p>The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 16 marks</p> <p>The qualities of Level 5 are securely displayed.</p>	<p>(14–16)</p>

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AO2b (24 marks)

Level 1	<p>Comprehends the surface features of sources and selects from them in order to identify points which support or differ from the view posed in the question. When reaching a decision in relation to the question, the sources will be used singly and in the form of a summary of their information. Own knowledge of the issue under debate will be presented as information but not integrated with the provided material.</p> <p>Low Level 1: 1–2 marks</p> <p>The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3–4 marks</p> <p>The qualities of Level 1 are securely displayed.</p>	(1–4)
Level 2	<p>Comprehends the sources and notes points of challenge and support for the stated claim. Combines the information from the sources to illustrate points linked to the question. When supporting judgements made in relation to the question, relevant source content will be selected and summarised and relevant own knowledge of the issue will be added. The answer may lack balance but one aspect will be developed from the sources. Reaches an overall decision but with limited support.</p> <p>Low Level 2: 5–6 marks</p> <p>The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7–9 marks</p> <p>The qualities of Level 2 are securely displayed.</p>	(5–6)
Level 3	<p>Interprets the sources with confidence, showing the ability to analyse some key points of the arguments offered and to reason from the evidence of the sources. Develops points of challenge and support for the stated claim from the provided source material and deploys material gained from relevant reading and knowledge of the issues under discussion. Shows clear understanding that the issue is one of interpretation. Focuses directly on the question when structuring the response, although, in addressing the specific enquiry, there may be some lack of balance. Reaches a judgement in relation to the claim, supported by information and argument from the sources and from own knowledge of the issues under debate.</p>	(10–14)

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	<p>Low Level 3: 10–11 marks</p> <p>The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 12–14 marks</p> <p>The qualities of Level 3 are securely displayed.</p>	
Level 4	<p>Interprets the sources with confidence showing the ability to understand the basis of the arguments offered by the authors and to relate these to wider knowledge of the issues under discussion. Discussion of the claim in the question proceeds from an exploration of the issues raised by the process of analysing the sources and the extension of these issues from other relevant reading and own knowledge of the points under debate. Presents an integrated response with developed reasoning and debating of the evidence in order to create judgements in relation to the stated claim, although not all the issues will be fully developed. Reaches and sustains a conclusion based on the discriminating use of the evidence.</p> <p>Low Level 4: 15–16 marks</p> <p>The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 17–19 marks</p> <p>The qualities of Level 4 are securely displayed.</p>	(15–19)
Level 5	<p>Interprets the sources with confidence and discrimination, assimilating the authors' arguments and displaying independence of thought in the ability to assess the presented views in the light of own knowledge and reading. Treatment of argument and discussion of evidence will show that the full demands of the question have been appreciated and addressed. Presents a sustained evaluative argument and reaches fully substantiated conclusions demonstrating an understanding of the nature of historical debate.</p> <p>Low Level 5: 20–21 marks</p> <p>The qualities of Level 5 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 5: 22–24 marks</p> <p>The qualities of Level 5 are securely displayed.</p>	(20–24)

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Unit 3: Depth Studies and Associated Historical Controversies Option C

C1 The United States, 1820–77: A Disunited Nation?

Chronology

Chronology: Key Events in *The USA, 1820–77*

Year	Month	Event
1820		Missouri Compromise
1825		Erie Canal completed
1837		USA recognises the Republic of Texas
1843		Oregon Trail opens
1844		Polk is elected President
1845		Annexation of Texas
1846		Start of Mexican War
1847		Calhoun Doctrine
1848		Gold is discovered at Sutter's Mill in California
1850		Compromise measures are passed
1852		Pierce is elected President
1852	March	Publication of <i>Uncle Tom's Cabin</i> by Harriet Beecher Stowe is published. This book focused national attention on the cruelties of slavery
1854		Kansas-Nebraska Act and the emergence of the Republican Party
1854-1856		Bleeding Kansas
1856		Beating of Sumner. Buchanan is elected President
1857	March	Supreme Court rules on the Dred Scott case. The court decides that an African-American can not be a citizen of the USA and therefore has no rights of citizenship. The decision intensifies the national debate over slavery
1857		Kansas elects a free state legislature and Lecompton slave constitution
1858		Lincoln-Douglas debates in Illinois
1859	October	John Brown raids the federal arsenal at Harper's Ferry, Virginia (today located in West Virginia). Brown's unsuccessful mission to obtain arms for a slave insurrection stirs and divides the nation. Brown is hanged for treason on 2 December
1859		During this year, the last ship to bring slaves to the USA, the <i>Clotilde</i> , arrives in Mobile Bay, Alabama
1860	November	Abraham Lincoln elected president as a Republican
1861	February	Deep South secedes and the Confederacy is established
1861	April	Shots are fired at Fort Sumter
1861		Battle of First Manassas, also known as 'Bull Run'
1862		Congress abolishes slavery in the District of Columbia – an important step on the road for freedom for all African-Americans

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1862	April	Battle of Shiloh
1862	June	Robert E. Lee takes command of Army of North Virginia
1862		McCellan begins his Peninsula Campaign
1862		Battle of Second Manassas ('Bull Run')
1862	September	Battle of Antietam
1863	January	Abraham Lincoln's 'Emancipation Proclamation' takes effect
1862	December	Battle of Fredericksburg
1863	May	Battle of Chancellorsville
1863	July	Battle of Gettysburg
1863		Capture of Vicksburg by Union forces
1863		Riots in New York against compulsory military service in the Union Army
1863	September	Battle of Chickamauga
1863	October	Battle of Chattanooga
1864	June	Congress passes a bill authorising equal pay, equipment, arms and health care for African-American Union troops
1864	September	General Sherman captures Atlanta
1864	November	Lincoln is re-elected President
1864		Confederate General Hood is defeated at the Battle of Nashville
1864		Sherman begins his march through Georgia
1865	April	General Lee surrenders at Appomattox
1865		Abraham Lincoln is assassinated; Vice-President Andrew Johnson, a Tennessee Democrat, succeeds him as President
1866	February	A black delegation led by Frederick Douglass meets with President Andrew Johnson at the White House to advocate black suffrage. The president expresses his opposition, and the meeting ends in controversy
1866	April	Congress overrides President Johnson's veto and passes the Civil Rights Act. This gives citizenship to African-Americans and guaranteed equal rights with whites
1866	May	White civilians and police kill 46 African-Americans and injure many more, burning 90 houses, twelve schools and four churches in Memphis, Tennessee
1866		The Ku Klux Klan, an organisation formed to intimidate blacks, first meets in Maxwell House, Memphis. The Klan is the first of many secret terrorist organisations formed in the South for the purpose of establishing white authority
1867	March	Reconstruction Acts are passed by Congress. These acts call for the enfranchisement of former slaves in the South
1868	July	The Fourteenth Amendment to the Constitution is ratified, granting citizenship to any person born or naturalised in the USA
1868	September	The Opelousas Massacre occurs in Louisiana in which an estimated 300 black Americans are killed
1868	November	Civil War general Ulysses S. Grant (Republican) is elected President
1870	February	The Fifteenth Amendment to the Constitution is ratified. The amendment will guarantee black Americans the right to vote
1875	March	Congress approves the Civil Rights Act guaranteeing equal rights to black Americans in public accommodations and jury duty. The legislation is invalidated by the Supreme Court in

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		1883
1875		Blanche Kelso Bruce (Republican) of Mississippi takes his seat in the US Senate. He will become the first African-American to serve a full six-year term
1876		A summer of race riots and terrorism directed at blacks occurs in South Carolina. President Grant sends federal troops to restore order
1876		Disputed Presidential Election
1877		A deal with Southern Democratic leaders makes Rutherford B. Hayes (Republican) president, in exchange for the withdrawal of federal troops from the South and the end of federal efforts to protect the civil rights of African-Americans

Teaching Activity

How far do you agree that the superiority of Northern resources was the main factor in explaining the defeat of the South in the Civil War?

Explain your answer, using the evidence of Sources 1, 2 and 3 and your own knowledge of the issues related to this controversy.

The candidate in Section B, Examiner's Exemplar Answer 1, gained a total mark of only 25/40, scoring 10/16 and 15/24.

Step 1

Read the question and identify the key phrases. In this case, 'how far' and 'main factor'.

Step 2

Identify the 'given factor' and range of 'other factors'. In this case, the 'given factor' is Northern resources and 'other factors' would be issues such as the superior political leadership of Abraham Lincoln.

Step 3

Read the sources and identify key points within the sources which will help you answer/discuss the question. Think of the 'key points' as launch pads which will help you discuss and answer the question.

Step 4

Try to link precise factual details to the sources to help you develop your arguments.

Step 5

Now try to establish links between the sources to help you answer the question. This is also known as cross-referencing.

Step 6

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Produce a plan which is driven by the sources.

Now follow Steps 1–6, using the three sources below:

SOURCE 1

From Murphy, Waldron and Cooper, United States 1740–1919

Historians have tended to look at the formidable balance of resources between North and South in 1861 and conclude that the defeat of the South was almost inevitable from the start. Indeed, the historian Shelby Foote writes, in *Civil War* (1991), of the North winning 'with one hand behind its back'. This was not, however, how contemporaries from either side, or abroad, saw things at the time. It was only as the Civil War drew on that the resource advantage of the North became clear.

SOURCE 2

From Paul Johnson, A History of the American People

The South compounded its difficulties by weaknesses in its handling of finance, diplomacy, and internal politics, all of which had severe military consequences. First, it is a curious historical fact that most Civil Wars are lost by one side running out of money, and the American Civil War was an outstanding case in point. The South has no indigenous gold or silver supplies and no bullion reserves and was entirely dependent on its own paper money. The North had the enormous advantage of a large well-trained navy and, almost from the start, was able to impose a blockade, often ineffective at first but progressively tighter as the war progressed. As a result, import and export taxes, the way of raising money traditionally preferred by the South, raised little.

SOURCE 3

From Rawley, Turning points of the Civil War

The Battle of Gettysburg has been regarded as the turning point of the Civil War, the victory that won the war for the Union, the great divide. Historians have recently re-evaluated Gettysburg in relation to the claims of Antietam as a greater turning point of the tide, for the victory at Antietam...produced two major results. England was constrained to postpone the mediation in the war at a time when England was nearer the recognition of the Confederacy as a separate nation than ever before or after. The other great consequence of Antietam was the Emancipation Proclamation projecting a potent moral ideal onto the Union cause and amplifying the meaning of the war for the nation's history. Union defeat at Antietam would almost surely have eventuated in Southern independence.