

# Commentary candidate evidence

## Candidate 1 – Part A: Historical Issues

The evidence for this candidate was placed within the following mark ranges for each question of this course assessment component.

**Question 33: “The treatment of slaves in the antebellum South was an absolute evil.” How valid is this view?**

### ***Structure***

The candidate was awarded credit in the **23-25 mark range** because the introduction is focused on the issue, prioritises the main arguments and demonstrates a clear line of argument.

### ***Thoroughness/relevance of information and approach***

The candidate was awarded credit in the **23-25 mark range** because the essay consistently demonstrates a wide range of serious reading and further demonstrates considerable width and depth of knowledge. The candidate integrates the evidence in a sophisticated manner to advance the line of argument, eg in paragraphs 2 and 3 of the essay.

### ***Analysis, evaluation and line of argument***

The candidate was awarded credit in the **23-25 mark range** because the answer consistently demonstrates a fluent and insightful presentation of the issues with detailed and effective analysis and evaluation which advances various possible implications of the question. The example cited in the thoroughness section above clearly demonstrates the candidate’s ability in this regard but is further evident in the paragraph on page 2 of the essay which begins: *‘Nevertheless, even the balanced interpretation of Stamp is not without its flaws.’*

### ***Historical sources/interpretations***

The candidate was awarded credit in the **23-25 mark range** because the candidate demonstrates a sound knowledge and understanding of the historian’s interpretations and arguments. This is clearly evident in the above two examples. Further evidence of this approach can be exemplified in the paragraph which begins: *‘However, the vast majority of Fogel and Engerman’s claims have been disproved...’*

## Candidate 1 – Part B: Historical Sources

The evidence for this candidate was placed within the following mark ranges for each question of this course assessment component.

**Question 38: Evaluate the usefulness of Source A as evidence of the reasons for the tensions between North and South during the period 1850 to 1854.**

### ***Provenance***

The candidate was awarded **1 mark** because the candidate clearly identifies and contextualises the significance of the author, the Nashville Convention, noting that *'the source is drawn from the 'Resolutions from the 2<sup>nd</sup> Nashville Convention'. This makes the source useful as this meeting was convened in the South as the result of beliefs that the power of southern states was being diminished, and that action should be taken. The Nashville Convention was convened as a result of new territory, most prominently California, being admitted to the Union. This makes the source useful . . .'*

### ***Interpretation***

The candidate was awarded **3 marks** because the answer clearly demonstrates that the candidate has a clear understanding of the content of the source. The candidate has provided a direct quotation and explained the meaning of this in relation to the question. For example: *'Firstly, the source says that they have been brought together to defend "the rights which the states we represent are entitled to in the Union." This is useful because it shows a key reason for why tensions were increasing: the South believed that their power to self-governance and the autonomy of states was being diminished.'*

### ***Wider contextual development***

The candidate was awarded **5 marks** because the answer provided five clear and distinct developed points of recalled wider knowledge which are not present in the source but are relevant to the question posed. For example: *'The source does not mention the great consequences of the Kansas-Nebraska Act which did much to increase tensions between North and South. For example, Stephen Douglas' clause of popular sovereignty was decried in the North as evidence of slave power conspiracy.'*

### ***Historical interpretations***

The candidate was awarded **2 marks** as they identified two relevant and accurate historians. For example: *'This view is supported by James McPherson, who argues that the Appeal did much to fan the flames of sectionalism and became the "centrepiece" for an outpouring of antislavery rhetoric, thereby increasing tensions further.'*

In addition: *'The source does not go into detail about the great problem of slavery which was becoming increasingly important for the North and consequently became a source of great tension. Alan Farmer argues that the abolitionists, in particular did much to make the problem of slavery a matter of such contention.'*

### **Question 39: How fully does Source B explain the reasons why Lincoln issued the Emancipation Proclamation?**

The evidence demonstrates this candidate has achieved 12/12 marks in their answer to this question.

#### ***Interpretation***

The candidate was awarded **3 marks** because the answer demonstrates that the candidate has a clear understanding of the content of the source. The candidate has provided a direct quotation and explained the meaning of this in relation to the question. For example: *'Firstly the source says 'dissension over dealing with slavery flared within the army.' This shows that one reason why Lincoln issued the proclamation was because fugitive slaves escaping into the Union army camps was creating difficulties for his administration.'*

#### ***Wider contextual development***

The candidate was awarded **7 marks** because the answer provides seven clear and distinct developed points of recalled wider knowledge which are not present in the source but are relevant to the question posed. For example:

*'Lincoln's belief in the rectitude in the Emancipation Proclamation is further demonstrated by his own words on the proclamation: 'if my name goes down in history, it will be for this act, and my whole soul is in it.' This suggests that his personal hostility towards slavery was also a key reason why he chose to issue the proclamation.'*

#### ***Historical interpretations***

The candidate was awarded **2 marks** as they have identified two relevant and accurate historians. For example: *'The view of the source that fugitive slaves were key to why Lincoln issued the proclamation is supported by Barbara Fields and Ira Berlin. They argue that.....'*

### **Question 40: How much do Sources C and D reveal about differing interpretations of the reasons for Southern defeat by 1865?**

The evidence demonstrates that this candidate has achieved 16/16 marks in their answer to this question.

#### ***Interpretation***

The candidate was awarded **6 marks** because the answer clearly demonstrates that the candidate has a clear understanding of the content of the sources. The candidate has accurately selected three points of interpretation from Source C and three points of interpretation from Source D. The candidate has provided a direct quotation and explained the meaning of this in relation to the question. For example: *'Source C says 'we suffered hunger, been without sufficient clothing, barefooted...' This shows that a key reason for southern defeat was due to the scarcity of resources.'*

#### ***Wider contextual development***

The candidate was awarded **8 marks** because the answer provides eight clear and distinct developed points of recalled wider knowledge which are not present in the source but are relevant to the question posed. For example: *'This view is evidenced by the actions of Governor Brown of Georgia. He deliberately undermined the confederate war effort by refusing to fulfil quotas of food and supplies, by enrolling thousands of Georgians in bogus state militias so as to avoid the draft, and by refusing to surrender Georgia's weapons to the Confederacy. In doing so, he arguably undermined the Confederate war effort and may have caused southern defeat.'*

#### ***Historical interpretations***

The candidate was awarded **2 marks** as they identified two relevant and accurate historians. For example: *'Closely allied to the view in the source is the idea that the South 'died of states' rights.' This view was proposed by Frank Owsley who argued that states were much too concerned about themselves and did not pull together to defeat the North.'*