CAMBRIDGE
International Education

Cambridge International AS Level

US HISTORY TO 1877 **8101/01**

Component 1 Historical Sources **For examination from 2027**

MARK SCHEME FOR DIGITAL EXAM

Maximum Mark: 40

Specimen

This specimen mark scheme has been adapted from the 2027 specimen mark scheme.

This document has **8** pages.

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General Marking Principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level is the best fit. In practice, work does not always match one level precisely so a judgement may need to be made between two or more levels.

Once a best-fit level has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level, award the highest mark.
- If the candidate's work **adequately** meets the level, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level, award the lowest mark.

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Table A for Part (a) questions

Part (a) questions assess the following assessment objectives:

AO1 Historical knowledge
Candidates should be able to:
- Recall, select and use appropriate historical knowledge.

AO3 Historical sources
Candidates should be able to:
- Understand, analyse, evaluate and interpret a range of historical sources in context.

Use this table to give marks for candidate response for part **(a)** questions.

Level	Description	Marks
Level 4	**Makes a developed comparison** Responses: • Make a developed comparison between the two sources. • Explain why points of similarity and difference exist through contextual awareness and/or source evaluation.	12–15
Level 3	**Compares views and identifies similarities <u>and</u> differences** Responses: • Compare the views expressed in the two sources, identifying similarities **and** differences and supporting them with source content.	8–11
Level 2	**Compares views and identifies similarities <u>or</u> differences** Responses: • Identify relevant similarities **or** differences between the two sources and may be one-sided with only one aspect explained. OR **Compares views and identifies similarities <u>and</u> differences but these are asserted rather than supported from the sources** Responses: • Identify relevant similarities **and** differences between the two sources without supporting evidence from the sources.	4–7
Level 1	**Describes content of each source** Responses: • Describe or paraphrase the content of the two sources. • May make very simple comparisons (e.g. one is from a letter and the other is from a speech) but these are not developed.	1–3
Level 0	**No creditable response** • No engagement with source material.	0

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Table B for Part (b) questions

Part (b) questions assess the following assessment objectives:

AO1 Historical knowledge
Candidates should be able to:
- Recall, select and use appropriate historical knowledge.

AO3 Historical sources
Candidates should be able to:
- Understand, analyse, evaluate and interpret a range of historical sources in context.

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Use this table to give marks for candidate response for part **(b)** questions.

Level	Description	Marks
Level 5	**Evaluates the sources to reach a judgement to answer the question** Responses: • Demonstrate understanding of **all** the sources and offer a detailed explanation of how they support and/or challenge the statement. • Use specific contextual knowledge to evaluate the sources in relation to the question; this may be through considering the nature, origin or purpose of the sources in context. • Evaluate the sources to assess whether the source is stronger or weaker as evidence in response to the question. • Reach a judgement about which side of the argument is stronger, addressing the 'how far' element of the question.	21–25
Level 4	**Uses the sources to write a developed response explaining how the sources support <u>and</u> challenge the statement in the question** Responses: • Show understanding by making detailed use of **all** the sources to support **and** challenge the statement. • Accurately represent the argument of the sources. • May show awareness of nuance where appropriate. • Make explicit and well explained links to the question. • Use contextual knowledge to help interpret the sources, which may include consideration of the nature, origin or purpose of the source in context.	16–20
Level 3	**Uses the sources to support <u>and</u> challenge the statement in the question** Responses: • Make points from the sources to both challenge **and** support the statement. • May misread one or two of the sources or misrepresent the argument. • May select appropriate material from the sources and make implicit links to the question. • May consider the nature, origin or purpose of the sources but this will be in the form of comments about bias or reliability, which are not based on contextual understanding.	11–15
Level 2	**Uses the sources to support <u>or</u> challenge the statement in the question** Responses: • Make valid points from the sources to either support **or** challenge the statement. • May attempt to both support and challenge but the sources on one side of the argument may be misread or their argument misrepresented. • May argue that all the sources support or challenge the statement.	6–10
Level 1	**Attempts to answer the question with general use of the sources** Responses: • Describe the content of the sources but without showing how they support or challenge the statement. • Present an essay about the topic which may be illustrated by the sources but not focused on the question. • May make assertions that sources support or challenge the statement but without reference to source content or explanation. • May attempt to answer the question but any source use will be based on misreading or misrepresentation of the argument/content.	1–5
Level 0	**No creditable response** • No engagement with source material.	0

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The American Civil War and Reconstruction, 1846–77

Question	Answer	Marks
1(a)	**Read Sources B and C.** **Compare these two sources as evidence about the behavior of women during the Civil War.** Indicative content **Similarities** • Both sources indicate that women had violent responses to the food shortages created by the Civil War. Source B indicates that the war has caused widespread food shortages in North Carolina, resulting in women attacking local businesses and "demanding a reduction in prices, or forcibly taking possession of the goods they required." Source C portrays Southern women "creating bread riots" and attacking a bakery. • Both sources highlight the importance of women's patriotism to the war efforts. Source B underscores that women have been working and have had to "make do with as little as possible" in the shortages created by the war but that they must "persevere" as the soldiers died in order to maintain the honor of the Confederacy. In addition, the left side of Source C portrays women encouraging their men to fight, "hounding their men on to rebellion" and, thus, playing a key role in perpetuating the war. **Differences** • The main difference between these sources lies in their tone regarding rioting Southern women. Source B is sympathetic to the behavior of Southern women, implying that their frustration with food shortages is the reaction to weeks or months of food shortages and the "limited means" produced by the war, while simultaneously imploring women to "persevere" and not "fall to devouring each other by mobs." Source C, on the other hand, portrays Southern women as "feeling the effects of rebellion," when they had previously been "hounding their men on to rebellion," implying that Southern women held some responsibility for their current food situation. • Some candidates could argue there is a difference in the specific causes of the aggressive behavior of Southern women, with Source B discussing broader scarcity of goods and inflation as well as widespread food shortages as the cause of violence and Source C only focusing on bread shortages as the cause of riots. **Explanation** • The similarities between the sources regarding the violent reactions of women to the food shortages created by the Civil War can be explained by contextual knowledge. Both sources are published in 1863. Source B was written in March 1863, as the South is feeling the impacts of the continuing Northern blockade of Southern ports, leading to inflation, supply shortages, starvation, and bread riots. Source C was written in May 1863, after the Richmond bread riots of April 1863 which made headlines in newspapers across the United States and the Confederate States of America. This would explain why both sources would be focused on the violence of Southern women in response to food shortages.	**15**

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Question	Answer	Marks
1(a)	• The differences in tone regarding the actions of Southern women can be explained through the origins and purposes of the sources. Source B is from a Southern newspaper and would be more sympathetic to the reasons Southern women have for rioting. Source C is from a Northern newspaper which would want to portray the enemy in the war (Southerners) as deserving of the food shortages they are experiencing. Accept any other valid responses.	
1(b)	**Read Sources A, B, C and D.** **"Food shortages were the most significant problem faced by civilians during the Civil War." How far do the sources support this view?** Indicative content **Support** • Source B suggests that civilians in North Carolina are suffering gravely from the food shortages created by the war, and that the food shortages have led the women to riot. Source B indicates that the food shortages may lead women to "fall to devouring each other by mobs," suggesting that the most significant challenges faced by civilians in North Carolina were food shortages and the reactions of the women to these shortages. • Source C is a political cartoon portraying Southern civilians, specifically women, "feeling the effects of rebellion, and creating bread riots" in its caption. The image shows a group of angry Southern women breaking the windows of a shop and carrying away loaves of bread. This supports the idea that food shortages were the cause of the most significant problems faced by civilians, especially women. **Challenge** • Source A portrays unemployment as the most significant problem facing people during the war, challenging the idea that food shortages drove the largest problems facing civilians. Source A states that those who "suffered the most" from the business collapse caused by the war were working class women in New York, leading them to the "brink of ruin." • Source D portrays the invading Union forces as the most significant threat faced by civilians in the South. It argues that women of the South need to arm themselves to "keep at bay criminals" and defend themselves when they are "exposed to the insults and violence" of the invading Union army. It also alludes to a "not probable" situation in which women would need to fight the Union army, but advocates for Southern women to be prepared, nonetheless. This challenges the idea that food shortages created the most significant problems faced by civilians during the war. • Source C might be considered as a challenge to the statement by suggesting that men (civilians at the time) have been pushed to sign up for the confederate forces.	**25**

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Question	Answer	Marks
1(b)	**Evaluation** • Source A may challenge the statement because of its origins and historical context and its purpose. Candidates could highlight that it was written in New York City roughly four months into the Civil War. At this point, the war is fresh and its long-term impacts unknown, resulting in questions about the economic future of the city and widespread business failures. In a sense this is forecasting what could happen rather than what is happening and therefore its credibility is perhaps more limited. There were, for example, no widespread food shortages in New York City at this time. Many of the major issues that would eventually face civilians in the North, such as increasing deaths, violent draft riots, and increasing need for women to serve as nurses on the front lines, had not yet had time to develop. • Source B in its origins and purpose may explain its support or challenge for the statement. It was published in March 1863, after months of the Anaconda Plan's blockade of the Southern states, which would explain its indication that food shortages created the most significant problems faced by civilians in North Carolina, including starvation, bread riots, and the potential for additional mob violence. In addition, the purpose of the article was to discourage women from future violent responses to food shortages and in this sense it could be seen as deliberately negative about events. This first-hand account of the shortage leading to the riots would support the idea that food shortages, or the riots in response to them, created the most significant problems faced by Southern civilians, though it would do little in terms of determining the challenges faced by Northern civilians. • Source C in its origins and purpose would help explain its support for the idea that food shortages created the most significant problems for civilians (especially women). It was published in May 1863 by a Northern newspaper, making it somewhat questionable in terms of reliability. It may have sought to portray the riots in an exaggerated light to emphasize the barbarity of the Southern enemy, especially considering that Frank Leslie had a reputation for tending toward sensationalism, which weakens its weight as evidence. When combined with the account in Source B, it lends credence to the idea that food shortages were the cause of the most significant issues faced by civilians (at least in the South). • Source D in its origins and context may also explain its stance. It is from a newspaper in Virginia published in March 1864, and it challenges the idea that food shortages caused the most significant problems faced by civilians. Instead, it portrays "criminals" and the "insults and violence" of the invading Union soldiers as the most significant issue facing civilians in Virginia. Given that Virginia is close to the Confederate–Union border, it would make sense that civilians in this specific state would fear a Union invasion, especially since this paper was published in early 1864, when Grant had launched a campaign against Lee's army of Northern Virginia. Given the real threat these people faced it can perhaps be viewed as a credible source reflecting a genuine desperation. Candidates may argue that a Union invasion eventually displaced food shortages as the primary cause of civilians' problems in the South. Accept any other valid responses.	

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