

Past-paper walk-through

Shaping a New Republic ■ 3.10

eXercise

Questions in this set

- 2025 Set 1 Q1
- 2025 Set 2 Q3
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- 2023 Set 2 Q1

Reading the mark scheme

- **B1** a mark that stands on its own – the point is either made or not.
- **M1** a *method* mark: the right approach, even if the number is wrong.
- **A1** an *answer* mark, and it usually needs its M mark first.
- **C1** a working mark on the way to the answer.
- **//** separates answers the examiner accepts equally.
- **ecf** = error carried forward: a later part is marked on your own earlier answer.
- **owtte** = “or words to that effect” – the wording need not match.

Question 1

2025 Set 1 ■ Q1

It is presented here in a format optimized for teacher and student use in the classroom.

3 Source 1 “The...rise of American democracy was an extraordinary part of the most profound transformation in modern history.... The American Revolution had proved more egalitarian¹ in its outcome than many of its leaders had hoped or expected it would be in 1776.... Portions of the [people] once largely excluded from the exercise of power were now among the people’s governors. Efforts to rein in the egalitarian impulse had faltered.... [But] democracy’s achievements were fragile...and its future far from guaranteed.... [After 1800,] by beating back [the Federalists], the Jeffersonian ascendancy opened up the political system.... The filters on democracy created by the Framers [of the Constitution] were proving porous, while the suppression of democracy sought by the Federalists in the 1790s was thoroughly discredited.” Source: Sean Wilentz, historian, *The Rise of American Democracy: Jefferson to Lincoln*, 2005

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Source 2 “[After the American Revolution] elite men from [many] states...create[d] a new national government designed to be a stronger barrier against democracy.... Ordinary folk continued to resist.... But they remained unable to mobilize in ways that would bring the changes they wanted.... It would be an enduring victory for the elite. Although the Federalists both fell politically and personally, the system they created to check democracy has lasted.... Although the Democratic- Republicans rode to power...across the nation by promising to restore the popular vision of the Revolution,...most Democratic-Republican leaders...were content to leave the bulk of the Federalist system in place.... To these men, ‘reform’...did not mean pulling down the barriers to democracy that they had helped to create.” Source: Terry Bouton, historian, *Taming Democracy: “The People,” the Founders, and the Troubled Ending of the American Revolution*, 2007 1: equal

Respond to parts A, B, and C.

Question 1

- (a)** Briefly describe one major difference between Wilentz's and Bouton's historical interpretations of early United States politics.
- (b)** Briefly explain how one event or development from 1789 to 1820 not directly mentioned in the excerpts could be used to support Wilentz's argument about early United States politics.
- (c)** Briefly explain how one event or development from 1789 to 1820 not directly mentioned in the excerpts could be used to support Bouton's argument about early United States politics.

Solution 1

(a) Mark scheme

- Briefly describe one major difference between Wilentz's and Bouton's historical interpretations of early United States politics. (1 point) — accept any: Wilentz claims that early United States politics proved more egalitarian than the Founders had wanted, while Bouton argues that elite men remained in positions of power after the Revolution.; Wilentz argues that the influence of the Federalists on early United States politics diminished after the Election of 1800, whereas Bouton argues that Federalist ideals continued to shape the political system after the decline of the Federalists.; Wilentz argues that the Jeffersonian ascendancy opened up the political system, while Bouton argues that elites sought to create a barrier against democracy.; Wilentz argues that the rise of the Democratic-Republicans

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after 1800 helped the expansion of democracy, while Bouton argues that the Federalists limitations on democracy were largely maintained.; Source 1 argues that the Revolution created more opportunities for democratic participation, while Source 2 argues that the Revolution did not result in widespread democracy.

Solution 1

(b) Mark scheme

- Briefly explain how one event or development from 1789 to 1820 not directly mentioned in the excerpts could be used to support Wilentz's argument about early United States politics. (1 point) — accept any: The passage of the Bill of Rights shows how the new government protected the rights of individuals, which supports Wilentz's argument about growing democratic power.; The expansion of suffrage to adult white men by states removing property restrictions on voting supports Wilentz's argument about the expansion of democracy in the United States.; The gradual emancipation of enslaved people in some states supports Wilentz's argument about democratic ideals.

Solution 1

(c) Mark scheme

- Briefly explain how one event or development from 1789 to 1820 not directly mentioned in the excerpts could be used to support Bouton's argument about early United States politics. (1 point) — accept any: Bouton argues that elites retained most of the power in the federal government under the Constitution, and the Supreme Court decisions that established the primacy of the judiciary in deciding whether laws passed by elected officials were constitutional supports this claim.; Most early political leaders and presidents were wealthy men, which supports Bouton's argument that the Revolution did not result in democratic change.; After 1800 Democratic Republican leadership continued Federalist economic and political policies regarding a strong central government.; The

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restriction on voting rights for women supports Bouton's argument that the Revolution did not immediately result in a fully democratic society.; The framework of government established by the Constitution, including the Senate and the Electoral College, insulated elites from popular democratic influence.; The continuation of slavery, despite the ideals of the Declaration of Independence, showed the limits of the American Revolution.

Question 3

2025 Set 2 ■ Q3

Respond to parts A, B, and C.

- (a)** Briefly describe one political debate in British North America from 1763 to 1783.
- (b)** Briefly describe one effect of the ratification of the United States Constitution from 1789 to 1800.
- (c)** Briefly explain how one group responded to debates about federal government power from 1800 to 1840.

Solution 3

(a) Mark scheme

- Briefly describe one political debate in British North America from 1763 to 1783. (1 point) — accept any: The end of the Seven Years' War spurred debates over whether colonists in British North America should be taxed to help pay for war debts.; The Proclamation of 1763 contributed to political debates about westward expansion in British North America.; The continued presence of British soldiers, who the colonists legally had to quarter according to British laws, resulted in increased political debates about the rights of colonists.; Colonists debated whether they should declare independence or remain loyal to Great Britain.

Solution 3

(b) Mark scheme

- Briefly describe one effect of the ratification of the United States Constitution from 1789 to 1800. (1 point) — accept any: The Constitution created a new stronger central government for the United States.; The ratification of the United States Constitution created lasting debates over states' rights versus federal power under the federalist system of government.; The ratification of the United States Constitution led to debates about economic policies such as creating a national bank.; The ratification of the Constitution resulted in the eventual addition of the Bill of Rights.; The executive branch was created as a result of the ratification of the Constitution.; The establishment of a new government under the Constitution

Solution 3

led to the formation of political parties.; The ratification of the Constitution created a new government that included the separation of powers.

Solution 3

(c) Mark scheme

- Briefly explain how one group responded to debates about federal government power from 1800 to 1840. (1 point) — accept any: In response to states that passed laws that took power from the federal government, the Supreme Court asserted the power to strike down state laws through judicial review.; Democratic-Republicans believed that the power of the federal government was too high, so they sought to return power back to the states through legislation.; Loose constructionists called for the federal government to have more involvement in promoting economic development.; Advocates of internal improvements claimed that the federal government had the power to promote economic development.; Native Americans resisted the federal government's encroachment onto their

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sovereign lands.; Jacksonian Democrats asserted the power of the federal government to enact tariffs.; A growing antislavery movement pushed for the federal government to end United States participation in the transatlantic slave trade.

Question 3

2024 Set 2 ■ Q3

Respond to parts a, b, and c.

- (a)** Briefly describe one United States government policy from 1783 to 1840.
- (b)** Briefly explain one similarity OR difference in how two groups responded to political change in the United States from 1783 to 1840.
- (c)** Briefly explain how one historical development from 1840 to 1860 contributed to regional divisions.

Solution 3

(a) Mark scheme

- Briefly describe one United States government policy from 1783 to 1840. (1 point) — accept any: The United States remained neutral during the war between Great Britain and France.; The United States avoided permanent foreign alliances.; The United States created a system for admitting new states through the Northwest Ordinance.; The United States expanded west by purchasing Louisiana.; The Missouri Compromise drew a line determining whether new states were free or slave states.; The United States formed treaties with Native Americans in an attempt to gain control of more land.; The federal government fought wars with Native American nations to gain control of more land.; The federal government created the First National Bank.

Solution 3

(b) Mark scheme

- Briefly explain one similarity OR difference in how two groups responded to political change in the United States from 1783 to 1840. (1 point) — accept any: Democratic-Republicans and Democrats both resisted the centralization of the federal government.; Black and White abolitionists opposed the expansion of slavery.; The Federalist Party encouraged a stronger central government, while the Democratic-Republican Party supported a weaker central government.; While some groups argued that slavery was protected by the Constitution, others sought to limit its growth or end it altogether.; Advocates for western expansion championed efforts to use federal power to forcibly remove Native Americans, while Native Americans and others resisted their efforts through warfare and the

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court system.; The Democratic Party formed to oppose federal involvement in the economy, while the Whig Party formed to encourage government promotion of economic development.; As immigration to the United States grew, recent immigrants from Ireland and Germany attempted to preserve elements of their language and culture, while nativists tried to limit immigrants' political power.

Solution 3

(c) Mark scheme

- Briefly explain how one historical development from 1840 to 1860 contributed to regional divisions. (1 point) — accept any: The growing power of the abolition movement in the North contributed to political conflict with the South.; The Compromise of 1850 increased sectional tensions over government protections for slavery.; The Kansas-Nebraska Act increased sectional tension and led to Bleeding Kansas.; The passage of the Fugitive Slave Act intensified Northern abolitionists' opposition to Southern measures to protect and expand slavery.; The Mexican-American war intensified regional divisions on whether slavery should be allowed to expand into western territories.; Southern states seceded from the United States following the election of Abraham Lincoln.

Question 1

2023 Set 2 ■ Q1

“As [the American Revolution] unfolded . . . many white colonists . . . began to fashion themselves ever more urgently as a people under the threat of enslavement by the mother country’s colonial authorities. . . . The irony of their posture, when real-life slavery was legal in all the American colonies, was noted during the time and has been analyzed almost endlessly ever since. . . . “[Enslaved African Americans] immediately saw a connection between their situation and the metaphorical ‘enslavement’ that white colonists said they were trying to escape. Some sensed that the looming colonial conflict might benefit them, and hoped that all the talk about liberty would be a contagion spreading to all parts of society.” Source: Annette Gordon-Reed, historian, *The Hemingses of Monticello*, study of a family of enslaved people held by Thomas Jefferson, 2008 “The [American] Revolution transformed American political culture by allowing large numbers of people who had previously

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been excluded from politics to come forward, to speak up, and to shape the flow of events. . . . Within an eighteenth-century context in which political power revolved around figures claiming authority simply as a result of bloodlines, this was a radical development. “. . . Managing the imperial conflict opened new opportunities for local men who suddenly found themselves in charge of organizing and policing resistance. . . . The newly empowered actors were neither owners of large plantations nor prosperous merchants. . . . Most people who . . . accepted demanding posts in local government would have remained obscure individuals in a colonial society had not the Revolution intervened, presenting unanticipated challenges and responsibilities. . . . “During the course of this evolving political crisis, a colonial rebellion gave birth to a genuine revolution.” Source: T. H. Breen, historian, *The Will of the People: The Revolutionary Birth of America*, 2019

Using the excerpts, respond to parts a, b, and c.

Question 1

- (a)** Briefly describe one major difference between Gordon-Reed's and Breen's interpretations of the American Revolution.
- (b)** Briefly explain how one specific event or development from 1763 to 1800 not explicitly mentioned in the excerpts could be used to support Gordon-Reed's interpretation.
- (c)** Briefly explain how one specific event or development from 1763 to 1800 not explicitly mentioned in the excerpts could be used to support Breen's interpretation.

Solution 1

(a) Mark scheme

- Briefly describe one major difference between Gordon-Reed's and Breen's interpretations of the American Revolution. (1 point) — accept any: Gordon-Reed mainly looks at the impact of the Revolution on African Americans, but Breen focuses on ordinary colonists without power.; Gordon-Reed argues that the Revolution did not live up to its perceived goals for African Americans, whereas Breen argues that the Revolution resulted in significant social change.; Breen argues that the American Revolution resulted in many people actually having new opportunities to improve their situation, while Gordon-Reed argues that enslaved African Americans hoped that talk of liberty would spread during the Revolution.

Solution 1

(b) Mark scheme

- Briefly explain how one specific event or development from 1763 to 1800 not explicitly mentioned in the excerpts could be used to support Gordon-Reed's interpretation. (1 point) — accept any: Gordon-Reed's argument about African Americans' hope that talk of liberty would spread is evident in calls for abolition during and after the American Revolution.; The Declaration of Independence inspired many African Americans in northern states to petition state governments for freedom.; The contradiction between revolutionaries' calls for freedom and the existence of slavery led to the formation of antislavery organizations such as the Pennsylvania Abolition Society. Examples that earn this point might include the following, if appropriate elaboration is provided.; Negotiations related to the

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three-fifths clause; Constitutional provision to allow the abolition of the international slave trade; Growing regional divide over slavery; Passage of Northwest Ordinance; African Americans fighting in the Revolution

Solution 1

(c) Mark scheme

- Briefly explain how one specific event or development from 1763 to 1800 not explicitly mentioned in the excerpts could be used to support Breen's interpretation. (1 point) — accept any: The Patriot cause was supported by laborers and colonial leaders through various protests, which supports Breen's argument that the Revolution contributed to greater opportunity.; The Declaration of Independence challenged the status quo by asserting the political rights of citizens, which inspired many to support the Patriot cause and the creation of the United States. Examples that earn this point might include the following, if appropriate elaboration is provided:; The development of republican motherhood; The ideas in Thomas Paine's Common Sense; Participation in

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political parties; Federalist and Anti-Federalist debates; Various political activities, such as protests, boycotts, and resistance to taxes