

Past-paper walk-through

The Influence of Revolutionary Ideals ■ 3.6

eXercise

Questions in this set

- 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

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

Solution 1

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