

Past-paper walk-through

Expanding Democracy ■ 4.7

eXercise

Questions in this set

- 2025 Set 1 Q2
- 2024 Set 2 Q3

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 2

2025 Set 1 ■ Q2

4 “[There is a] real and wide difference, in political opinion, between the honorable gentleman [from South Carolina] and myself. On my part, I look upon [internal improvements] as connected with the common good.... [He believes] Ohio and Carolina are different Governments and different countries.... We [in New England] look upon the States, not as separated, but as united. We love to dwell on that Union, and on the mutual happiness which it has so much promoted, and common renown which it has so greatly contributed to acquire. In our contemplation, Carolina and Ohio are parts of the same country; States, united under the same General Government.... We do not impose geographical limits to our patriotic feeling.... I do not desire to enlarge the powers of the Government.... But when it is believed that a power does exist, then it is, in my judgment, to be exercised for the general benefit of the whole.” Source: Daniel Webster, senator from Massachusetts, future member of

Question 2

the Whig Party, speech in the United States Senate, responding to Robert Y. Hayne of South Carolina, a member of the Democratic Party, 1830

Respond to parts A, B, and C.

(a) Briefly describe one purpose of political leaders in promoting ideas such as Webster's.

(b) Briefly explain one development from 1820 to 1848 that contributed to the political ideas debated in the speech.

(c) Briefly explain how one political debate between 1848 and 1865 was similar to the debate in the speech.

Solution 2

(a)

Mark scheme

- Briefly describe one purpose of political leaders in promoting ideas such as Webster's. (1 point) — accept any: One purpose was to promote patriotic unity during a time of growing sectionalism in the United States.; Webster hoped to inspire all parts of the country to work together for the common good.; One purpose was to promote the belief that the government had the power to fund internal improvements.

Solution 2

(b) Mark scheme

- Briefly explain one development from 1820 to 1848 that contributed to the political ideas debated in the speech. (1 point) — accept any: Webster wanted to unify the country, and during the period political leaders debated plans to unify the United States economy, such as the American System.; Political parties debated the powers of the federal government, such as passing tariffs.; The Second Great Awakening helped contribute to the individualistic and democratic fervor of the period between 1820 and 1848 and increased some Americans' commitment to their country and government.; The growth of an antislavery movement in the North intensified regional differences between the North and the South, and some politicians tried to bridge those differences by finding ways to

Solution 2

bring the country together.; The market revolution intensified economic differences between the industrial North and agrarian South and encouraged some politicians to try to find ways to unify the country.; Attempts to compromise over the expansion of slavery between 1820 and 1848 sought to create national unity.; Territorial expansion increased sectional tensions, which threatened national unity.

Solution 2

(c) Mark scheme

- Briefly explain how one political debate between 1848 and 1865 was similar to the debate in the speech. (1 point) — accept any: Later debates over whether the federal government could regulate slavery during the 1850s were similar to the debate in Webster's speech about internal improvements because both involved questions of the extent of federal powers.; Continued debates over the expansion of slavery were similar to those regarding internal improvements because both often divided along sectional lines.; Debates around the Dred Scott decision were similar to Webster's discussion of sectional tensions and the need for national unity.; Debates over secession were similar because they questioned whether the United States was one country or a collection of states.

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

Solution 3

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.