GCE AS/A LEVEL

2100U70-1

Z22-2100U70-1

MONDAY, 6 JUNE 2022 – MORNING

HISTORY – AS unit 2
DEPTH STUDY 7
The crisis of the American republic c.1840–1877
Part 1: Sectional differences and the road to civil war c.1840–1861

1 hour 45 minutes

ADDITIONAL MATERIALS

A WJEC pink 16-page answer booklet.

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use gel pen or correction fluid.

Answer **both** questions.

Write your answers in the separate answer booklet provided, following the instructions on the front of the answer booklet.

Use both sides of the paper. Write only within the white areas of the booklet.

Write the question number in the two boxes in the left-hand margin at the start of each answer,

for example | **0** | **1** | .

Leave at least two line spaces between each answer.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question.

You are advised to spend approximately 50 minutes on each question.

The sources used in this examination paper may have been amended, adapted or abridged from the stated published work in order to make the wording more accessible.

The sources may include words that are no longer in common use and are now regarded as derogatory terminology. Their inclusion reflects the time and place of the original version of these sources.

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Answer **both** questions

0 1 Using your understanding of the historical context, assess the value of these three sources to an historian studying the issue of slavery in the US during the period from 1840 to 1850. [30]

Source A Senator Calhoun criticises abolitionist petitions in a debate in the Senate (1840)

In receiving these abolitionist petitions against slavery I proclaim that the abolition of slavery and the Union cannot co-exist… We, of the south, will not and cannot surrender our institutions… The relations now existing between the two races in the slaveholding states is not an evil but a positive good... This relationship, against which these blind fanatics or abolitionists are waging war, is solid and durable… Emancipation will not satisfy these fanatics. The next step would be to raise negroes to a social and political equality with the whites and this would soon see the present condition of the two races reversed. The negroes and their northern allies would be the masters and we the slaves.

Source B Charles Sumner, a leading abolitionist, in an address to the Massachusetts legislature (1847)

The present war with Mexico has its primary origin in the unconstitutional annexation to the US of the foreign state of Texas… It is a war to strengthen the slave power... Slavery is an odious institution. On this account alone we should refrain from rendering it any voluntary support… [The slaveholders of this country] urge that as new free states are admitted into the Union, other slave states must be admitted to preserve in the Senate a balance of power… or what is more properly described as a preponderance of slavery. This war is, in its consequences, a war against the free states of the Union. Conquest and robbery are attempted to obtain political control at home… Distant battles are fought less with a view to defeat Mexico than to overwhelm the power of the free states under the Constitution.

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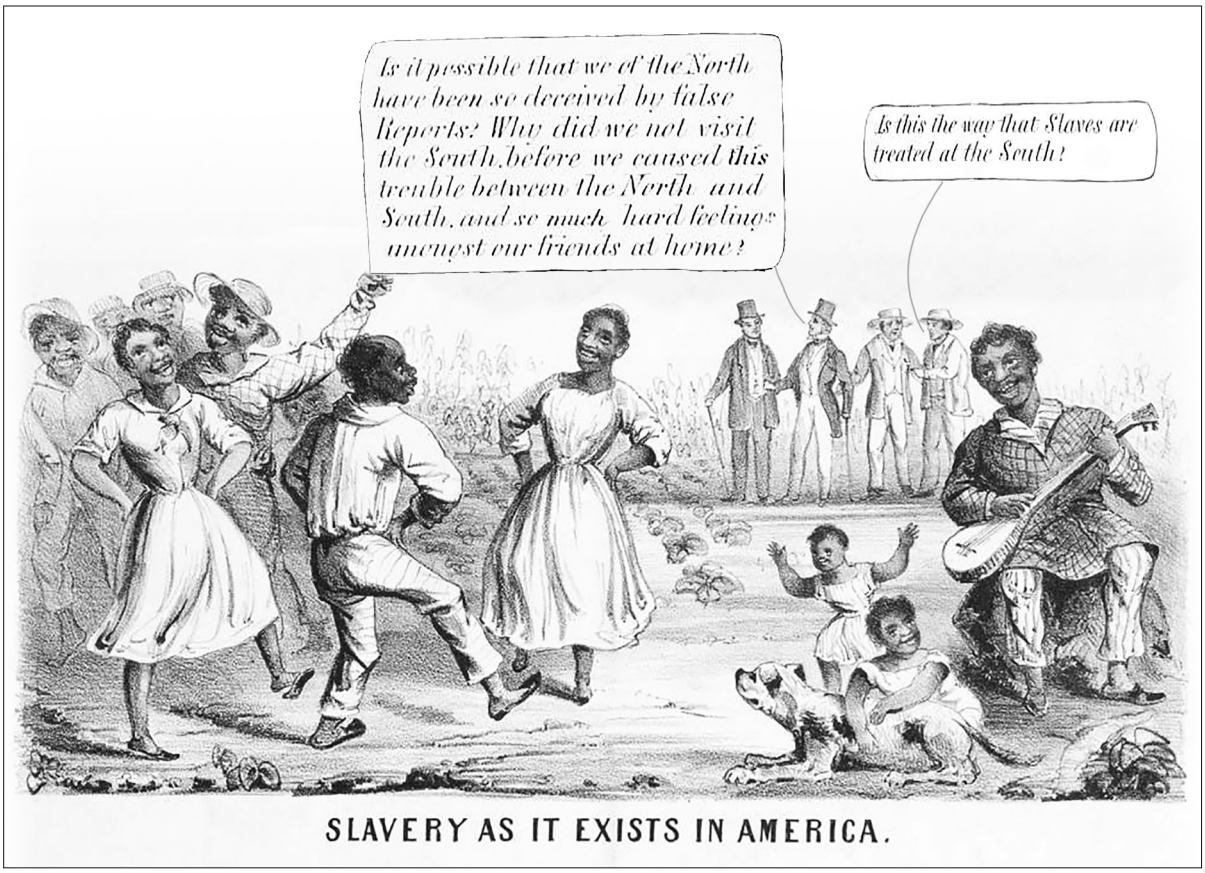
Source C An anti-abolitionist cartoon on a handbill [leaflet] published in Boston entitled "Slavery as it Exists in America" (1850). It shows happy and contented African Americans.

The captions read:
(Right) "Is this the way that Slaves are treated at the South?"
(Left) "Is it possible that we of the North have been so deceived by false reports? Why did we not visit the South before we caused this trouble between the North and the South and so much hard feelings amongst our friends at home?"



0 2 Historians have made different interpretations about **Lincoln's responsibility for the failure to achieve compromise before the American Civil War**. Analyse and evaluate the two interpretations and use your understanding of the historical debate to answer the following question:

How valid is the view that Lincoln was responsible for the failure to achieve compromise before the American Civil War? [30]

Interpretation 1: Maldwyn Jones, in this extract from his book *The Limits of Liberty: American History 1607–1992* (1995), presents a revisionist interpretation of the policies of Stephen Douglas.

Stephen Douglas… the ablest politician of his generation… thought he could compromise on Southern aspirations without injuring those of the North… His error [regarding the compromise] was his inability to see that for a great and growing number of Northerners slavery was not a practical problem but a moral one, a miscalculation fatal to the Union…

His Kansas–Nebraska Bill opened to slavery a region that had been excluded from it by the Missouri compromise… Believing that popular sovereignty would settle the slavery issue he was confident that practically, slavery would only go where it paid and Kansas Nebraska's soil and climate were unsuited to plantation agriculture. Once each territory decided by voting on the slavery question it would cease once and for all to agitate the nation.

Interpretation 2: Adam Smith, in this extract from his book *Abraham Lincoln* (2014), presents an interpretation that emphasises the nationalist policies of Abraham Lincoln.

During the winter of 1860–1861, as a response to secession, Lincoln faced many calls to compromise his Party's absolute opposition to the expansion of slavery… He refused, however, to recognise secession or make any concession to rebels… Lincoln's overriding concern was to prevent any territorial dismemberment of his country, no matter how high the price that had to be paid. When we assess Lincoln's historical role in bringing about the end of slavery we need to weigh into the balance the bloody consequences of his utterly unwavering belief in what he called the "mystic bonds" that bound the Union together. He never recognised the legitimacy of the Confederacy, referring to them always as rebels.

END OF PAPER

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