



**Cambridge International Examinations**  
Cambridge Pre-U Certificate

**HISTORY (PRINCIPAL)**

**9769/57**

Paper 5g Special Subject:

**May/June 2015**

The Origins and Causes of the American Civil War, c. 1820–1861

**2 hours**

Additional Materials: Answer Booklet/Paper



**READ THESE INSTRUCTIONS FIRST**

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

You may use an HB pencil for any diagrams and graphs.

Do not use staples, paper clips, glue or correction fluid.

Answer Question 1 and **one** other question.

You are reminded of the need for analysis and critical evaluation in your answers to questions. You should also show, where appropriate, an awareness of links and comparisons between different countries and different periods.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [ ] at the end of each question or part question.

The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document consists of **4** printed pages.

**Answer the following question.****Nominated topic: Slavery**

- 1** Study all the following documents and answer the questions which follow. In evaluating and commenting upon the documents, it is essential to set them alongside, and to make use of, your own contextual knowledge.

- A** *Charles J. Faulkner, a slaveholder who returned some of his slaves to Liberia, considers the economic and social effects of slavery.*

If anyone thinks that the institution of slavery is harmless let him compare the condition of the slave-holding portion of this commonwealth – barren, desolate and scarred – with the descriptions we have of this country from those who first broke its virgin soil. To what is this change ascribable? Alone to the withering and blasting effects of slavery. Let me request him to extend his travels to the Northern States of this Union and beg him to contrast the happiness and contentment which prevails throughout that country with the derision, discontent, indolence and poverty of the Southern country. To what, Sir, is this all ascribable? To that vice in the organisation of society by which the interests of one-half of its inhabitants are set against those of the other half. This country is afflicted with the curse of slavery.

Speech to the Virginia House of Delegates, January 1832.

- B** *Dr. Edward H. Barton of New Orleans expresses his views on slavery as an institution in a lecture to other academics.*

The institution of slavery benefits the whites who are superior, adds to their refinement, allows more time to cultivate the mind, exalts the standard in morals, manners and intellectual endowment leaving the upper race purer. It preserves from degradation the inferior, which we see is their uniform destiny when left to themselves. The slaves constitute the lowest class and society is immeasurably benefited by having this class. Slavery keeps this underclass, which is a vast burden and expense to every community, under surveillance and control. In addition, under direction it becomes an efficient agent to promote the general welfare and increase the wealth of the community. The history of the world furnishes no institution under similar management, where so much good actually results to the governors and the governed as this in the Southern States of North America.

Address to the Academy of Science, 1845.

- C** *William Garrison, founder of 'The Liberator', the abolitionist journal, expresses his frustration with the failure to end slavery.*

Every slave is a stolen man: every slaveholder is a man stealer. In no way is slaveholding right or justifiable. While a slave remains in his fetters the land must have no rest. The reason why the South rules and the North falls prostrate in servile terror is simply this: with the South, the preservation of slavery is paramount to all other considerations. With the North, the preservation of the Union is placed above all other things. The North has given to the slave power a blank sheet to be filled as it may dictate. If the North shrinks back aghast at a new atrocity, it is only necessary for that power to crack the whip of disunion over her head, as it has again and again, and the North will cower and obey like a plantation slave. Be it ours to proclaim, 'No compromise with slavery! Liberty for each, for all, forever!'

Speech, 1854.

- D** *George Fitzhugh, an American social theorist and leading pro-slavery writer, contrasts slavery with free labour.*

Workers in free society are slaves without the rights of slaves. The slaves of the South are the happiest, and the freest people in the world. They have all the necessaries of life provided for them. They enjoy liberty because they are oppressed neither by care nor labour. The free labourer must work or starve. He is more of a slave than the negro because he works longer and harder for less allowance than the negro and has no holiday because the cares of life with him begin when its labours end. Free society asserts the right of a few to the earth; slavery maintains that it belongs to all. A common charge made against slavery is that it induces idleness with the masters. In fact, the master labours for the slave but the capitalist, living on his income, gives nothing to his employees. By subjecting the mass to the constant control of their superiors, slavery is a most efficient police system.

*Cannibals All! or, Slaves Without Masters, 1857.*

- E** *A writer for a journal, published in Boston and dedicated to monitoring the state of the nation, warns of the dangers posed by slavery in an article entitled, 'Where Will It End?'.*

Slavery has advanced, establishing itself at each successive point more impregnably than before. The North has been at the mercy of barbarian Southerners in Washington prepared to wield their slave-whip. The government has always been the creature and the tool of the slaveholders. The baleful influence of Slavery has obliterated the line drawn in 1820, it presides in the Cabinet, sits in the Supreme Court, is absolute in the halls of Congress. The battle not yet over in Kansas for the establishment of Slavery there, will be renewed in every Territory as it is ripening into a State. Are the Free States to be always the puppets of the slave power? The answer lies with ourselves. Three hundred thousand slaveholders, however crafty and unscrupulous, cannot forever keep under their rule more than twenty million Northerners, as much their superiors in wealth and intelligence as in numbers, except by their own consent.

*Atlantic Monthly, December 1857.*

- (a)** How far does Document E corroborate the views on the power of the slave states expressed in Document C? [10]
- (b)** How convincing is the evidence provided by this set of documents for the view that the debate on slavery was primarily an economic one?

In making your evaluation, you should refer to contextual knowledge as well as to all the documents in this set (A–E). [20]

**Answer one of the following questions.** *Where appropriate, your essay should make use of any relevant documents you have studied as well as contextual knowledge.*

- 2 Assess the importance of tariff policy in dividing the North and the South in the period 1820–49. [30]
- 3 To what extent, and why, had social and cultural differences between the North and South widened in the period 1820–61? [30]
- 4 Why did some states secede from the Union in 1860–61? [30]

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