
AS

History

The Birth of the USA, 1760–1801

Component 2G The origins of the American Revolution, 1760–1776

Mark scheme

7041

June 2017

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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June 2017

The Birth of the USA, 1760–1801

AS History Component 2G The origins of the American Revolution, 1760–1776

Section A

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining obstacles to the colonists' westward expansion, following the French-Indian Wars? **[25 marks]**

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will provide a range of relevant of well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

Source A: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- the source comes from a speech by Pontiac, a Native American chief of the Ottawa, who fought against the British/colonists in the Great Lakes region in Pontiac's War, 1763–66, and fought alongside the French in the French and Indian Wars, which had been triggered by Washington's expedition westwards. This adds value to the source as it is from the leader of a group who were affected by western expansion and reacted against it
- Pontiac is aiming to persuade his audience to oppose the colonists who are moving on to their lands. The trade and interaction between the Natives and the colonists, which he sees as negative, is valuable evidence of the extent of western expansion
- the emphasis and tone of this source involves the use of rhetorical questions aimed at getting the audience to turn on the colonists and the changes to their way of life that interacting with them brought. This is valuable as it presents both the view of Pontiac but also the fact that there had been an alternative attitude amongst the Native Americans, though this could also be seen as a limitation of the source in that the views of the Iroquois tribes for example are not considered. The nostalgia of the tone suggests that life has changed for Native Americans due to the influence of the westward expansion of colonists.

Content and argument

- Source A argues that life should return back to how it was before the colonists moved west and that this would be preferable, even though the colonists provided for the wants of the tribes. This is valuable in highlighting how the colonists were exploiting the territories in the west
- Pontiac then argues that the people had lived without the goods brought in by the colonists and could do so again. This is valuable as it suggests that there had been a significant level of westward expansion and that the colonists were making their move permanent (something Pontiac is aiming to stop)
- Pontiac then argues that the colonists should be driven out of the territory through war and back to the land designated to them. This is valuable in showing that the colonists were not sticking to arrangements set out regarding where they could settle.

- The source gives no indication of the strength of support for Pontiac from other tribes such as the Mingo or the Hurons which can be seen as a limitation on value.

Source B: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- the source is a Royal Proclamation from King George III, following the end of the French-Indian War and provoked by the Pontiac Rebellion. The King and his government hoped that the Proclamation would placate the tribes and prevent further conflict that they wanted to avoid. This is valuable in demonstrating the British monarch's concerns regarding the ramification of westward expansion
- the audience of the Proclamation was both in North America and back home in Britain. In North America it was aimed as reassurance to the Native tribes and at restraining the colonists. In Britain the audience would be Parliament and the people who George III is aiming to reassure that hostilities would not be continuing. This is valuable in showing how George III asserted his authority over the colonists
- the emphasis and tone is formal as it is an official statement from the King. This is valuable as it presents the official view of the British government with the full weight of Royal authority though the legality of the Proclamation in respect to Virginia's second charter could be questioned

Content and argument

- the source starts by stating that the native tribes 'should not be molested or disturbed in their Hunting Grounds', suggesting that the British government aims to prevent westward expansion. This is valuable in showing that the colonists' dream of westward expansion clashed with the government's desire to improve relations with the native tribes
- the source goes on to suggest that Governors and others in authority in the colonies were supporting westward expansion. This is valuable in showing the differences between those in Britain and the actions taking place by the colonists, giving insight into the growing tensions in the 1760s
- the sources suggest that there are concerns about westward expansion going into the future and George III looks to reassure the tribes and quash the dream of westward expansion. This is valuable in demonstrating the strength of British feeling on the issue.
- it could be argued that the source is misleading regarding the protection the Crown seems to be offering to Native tribes, given that Amherst used infected blankets as a weapons against the Natives during the Pontiac conflict.
- other limitations of the source could be that there is no indication the Proclamation Line was intended as a temporary measure by the British, and that an estimated 30,000 colonists ignored the line and moved west of it anyway, and that the line itself deviated in places in order to include settlers who were already west of the Appalachians rather than the British government forcing them to move back east.

In conclusion, students may argue that Source A is more valuable as it shows a direct reaction to westward expansion within Northern America whilst Source B demonstrates the view of a distant monarch unable to effectively intervene. Alternatively, students may argue that Source B is more valuable as it gives insight into conflict between the British and colonists over the issue as well as mentioning the Native Americans.

Section B

02 'In 1760 there were more similarities than differences amongst the American Colonies.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments suggesting that in 1760 there were more similarities than differences amongst the American Colonies might include:

- around 80% of all free Americans were farmers, suggesting a great deal of similarity across the colonies. These farmers all shared the ambition to own and farm enough land to support their families and tended to own their own land (70% of land was farmed by people who owned it rather than tenants)
- all colonies were under the control of British mercantilism, meaning the majority of their exports could only be traded within the British Empire, and restrictions via the Navigation Acts were put in place in terms of importing and exporting goods including enumerated commodities such as sugar, tobacco and indigo which had to be exported directly to England no matter where their ultimate destination was. Acts such as the Hat Act and Iron Act could be cited, but equally these could be used as examples of difference because of their impact on specific colonies
- all the colonies had a Protestant majority and anti-Catholic feeling was widespread despite Maryland having been initially established as a haven for persecuted Catholics
- there was no aristocracy as such, though some of the colonists' elites did try to imitate the British aristocracy. The capitalist system did concentrate the wealth into few hands with 1% of the population owning 15% of American wealth but there was a much higher percentage of property owners than in Britain and therefore a much bigger middle-class.
- Given that the question focuses on the year 1760, support for British forces during the Seven Years' War could be considered in terms of money and troops provided by particular colonies, but could also be used as a counter argument with regards to the reluctance of colonies such as Pennsylvania to back the war

Arguments challenging the view that in 1760 there were more similarities than differences amongst the American Colonies might include:

- there was great diversity from region to region in terms of agriculture, the North predominately focusing on cattle and grain, the middle colonies and upper South, e.g. Virginia focusing on tobacco production and lower in the South, e.g. South Carolina producing rice and indigo
- although the colonies were all predominantly Protestant, different colonies saw prominence of different Churches: Congregationalists in New England (eg Massachusetts, Anglicans in the South (eg South Carolina) and while the middle colonies allowed freedom of worship and included large numbers of Quakers (eg Pennsylvania)
- business and industry was developing in the North with rum production (eg Rhode Island), ship building (eg New Hampshire) and a number of iron works, whilst there were limited similar developments in the middle colonies and almost none in the South
- slavery existed in all the states but 90% of the slaves lived and worked in the South on plantations, this led to a substantially different society emerging in the South compared to the North.
- political structures in the colonies could also be examined by highlighting royal, proprietary, and corporate colonies and giving examples of each

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- land ownership, particularly related to those colonies which claimed lands west of the Appalachians and those which did not

Students may conclude that there were similarities between the colonies which were significant, in particular the fact that all the colonies largely agricultural, the majority of farmers owned their own land and all the colonies were subject to British Mercantilism. There were, however, differences that were starting to emerge, such as the use of slave labour in the South and growth of industry (iron works and shipbuilding) in the North. The colonies are often subdivided into three groups (New England, middle colonies and South) but without control over economic policy and predominance of Protestantism, there were more similarities than differences.

03 'The outbreak of hostilities in 1775 was entirely due to the actions of General Gage.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments suggesting that the outbreak of hostilities in 1775 was entirely due to the actions of General Gage might include:

- Gage's actions as Governor of Massachusetts, such as the implementation of the Coercive Acts and concentration of troops in Boston caused resentment, though it can of course be counter-argued that Gage was only carrying out orders from higher up
- Gage can be seen as having been overly lenient on groups including the 'Sons of Liberty', allowing them to continue to operate in 1774 and into 1775
- Gage's involvement in the Powder Alarm of September 1774 and the Salem confrontation of February 1775 which made the colonists more wary of his intentions
- Gage's timing in terms of when he decided to seize Sam Adams and John Hancock and to capture the colonists' weapons and powder, leading to the skirmish at Lexington and the retreat from Concord, but this seems to have been on the instructions of the Earl of Dartmouth
- The 'spy in Gage's camp' who may have leaked information to Joseph Warren who tipped off Paul Revere, and may even have been Gage's American wife
- Gage ordered the frontal assaults on Bunker Hill (though this was provoked by the colonists attempting to besiege Boston) which forced many to take sides despite the belated attempt to send the Olive Branch Petition by the Second Continental Congress.

Arguments challenging the view that the outbreak of hostilities in 1775 was entirely due to the actions of General Gage might include:

- Gage had written to North in November 1774 recommending the temporary suspension of the Coercive Acts. Neither North or the King would back down and declared the New England governments as being in a state of rebellion, suggesting blame lay with North and George III not Gage
- The Portsmouth Alarm in New Hampshire in December 1774 and the Gunpowder Incident in Virginia in April 1775 which indicate that similar events to Concord were happening in colonies other than Massachusetts and were not provoked by Gage
- Gage was following the orders from North's government which did not supply him with the number of troops he required to carry out the orders he was given to suppress the rebellion, again suggesting blame lay with North not Gage
- the colonists' role was very important in the outbreak of hostilities in 1775, they had raised the Minute Men and stockpiled munitions (could be linked to the First Continental Congress and Committees of Safety), and colonial troops were sent to Ticonderoga in May 1775
- the rebellious action in Massachusetts, in particular in Boston, provoked the military response from the British.

Students may conclude that General Gage's actions were highly significant in the outbreak of hostilities in 1775, in particular in raising tension in Boston and the first military engagements at Lexington, Concord and Bunker Hill. Students will balance Gage's responsibility against the responsibility of his superiors and/or against the responsibility of the rebellious groups in the colonies. It could be argued that Gage had been following instructions from North and was not given the resources he required. Equally, students may point to provocation of the British by groups of colonists and the raising of the Minute Men.