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# AS History

7041/2G- The Birth of the USA, 1760–1801

The Origins of the American Revolution, 1760–1776

Mark scheme

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Version/Stage: 1.0 Final

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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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

## The Birth of the USA, 1760–1801

### 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 divisions over independence in the colonies in 1776? **[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 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**

- Thomas Paine was a key political thinker and activist, whose writing was significant in the American War of Independence and in support of the French Revolution. His writing is valuable in understanding the ideological origins of the Declaration of Independence
- 'Common Sense' sold 100,000 copies in 3 months in 1776 and was distributed throughout the thirteen colonies, having a profound impact on attitudes towards the British Crown
- the tone is persuasive as it relates the fate of the colonies to issues that the readers could relate.

### **Content and argument**

- Paine argues that the position of colonists as British subjects damages their standing in the world. This is valuable in showing the stirring of nationalist feeling amongst the colonists which had been evident in the years 1774 to 1776 with events such as the Second Continental Congress
- Paine talks of the difficulty of moving towards independence, but points out that difficult steps have been taken already. This is valuable in relation to an understanding of the movement to independence as a process with the successes, such as the repeal of the Stamp Act, that had gone before
- Paine sums up the apprehension that some may feel in moving towards independence as it is unfamiliar and uncertain. This is valuable in understanding why some objected to the movement to independence. Students may point to the large number of loyalists there were who supported British rule and almost 20,000 of whom would later sign up to fight for the British
- Paine argues that if independence is not grasped that the colonists will forever regret it – this is valuable in offering some insight into the final move to the Declaration of Independence.

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

**Provenance and tone**

- John Dickinson is best known for his attacking of British policy through his letters of a 'Pennsylvania Farmer'. He was, however, opposed to independence, this makes this source valuable as it gives the view of a well-known writer who does not advocate independence despite being critical of British policy
- the timing of the speech is significant, coming just a few days before the Declaration of Independence was signed. It therefore gives insight into the arguments against the policy amongst colonists at the point at which the Declaration was being prepared
- the tone is strong, warning of dire consequences of independence; this is evident in the use of words like 'insanity' and 'unreasonableness'. This is valuable in showing how strongly some colonists opposed independence.

**Content and argument**

- Dickinson argues that independence would mean the colonists swapping the position of English subjects for that of 'at the mercy of the whole world', this is valuable in highlighting the uncertainty of what would be in store for an independent America. Students might support this with evidence of earlier wars where the British had defended the colonies, such as the French-Indian Wars, or point to the colonists' economic vulnerability without British trade
- Dickinson suggests that such a move would be 'insanity', suggesting that the colonists would be risking the rights they strove to uphold. The rights the colonists strive for are those of Englishmen, without British government control there would be every chance that all these rights could be lost under a new form of government
- Dickinson points out that even those who argue for independence must acknowledge the benefits that England has brought the colonies in the past and what has changed is the attitudes of ministers. This is valuable in portraying the argument with Britain as a short-term one rather than a deep-seated one, students may point to the defence of the colonies and economic benefits brought about through British rule
- Dickinson argues that the goal of British military intervention is not tyranny, as claimed by the Declaration of Independence, but rather to restore the colonists to a more reasonable attitude towards Britain and the Crown. This is valuable in highlighting that doubt still existed about whether the Declaration of Independence was the right course of action, there were still large numbers of Loyalists and the Declaration only passed following frantic lobbying by the radicals.

In arriving at a judgement as to which source might be of greater value, students might compare the provenance of the sources. Source A is arguably more valuable, coming from a pamphlet that many consider central to the ideological origins of the Declaration of Independence. Source B, in contrast, is from a man who opposed British actions but did not support independence so is focused on criticism of the origins of the Declaration of Independence. The sources give strongly opposing views on the potential consequences of independence and students can judge which is more realistic for the time. The arguments in Source B are more focused on events whilst those in Source A are more philosophical.

## Section B

- 02** 'Rivalries with France dominated British attitudes towards the North American Colonies in 1760.'

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 rivalries with France dominated British attitudes towards the North American Colonies in 1760 might include:**

- Britain was involved in the Seven Years War with France (1756–63) meaning that in 1760 the most significant aspect of the colonies to Britain was their role in helping defeat France and remove France from North America
- Britain invested heavily in the defence of the colonies sending 25,000 troops and raising a further 25,000 colonists to fight alongside them
- British and colonial troops had little regard for each other in the Seven Years War and were bound more by a common enemy than by any other bonds.

**Arguments challenging the view that rivalries with France dominated British attitudes towards the North American Colonies in 1760 might include:**

- in 1760 the new King George III wanted peace and a more active role in colonial affairs
- British attitudes towards the colonies were dominated by the mercantilism and economic considerations
- British attitudes towards the colonies can be characterised as salutary neglect, suggesting that the British attitude was predominately to leave the colonies to their own devices
- British attitudes towards the colonists were based on common language and common institutions such as the monarchy.

Students may see 1760 as a moment of shifting British attitudes towards the colonists with a change of king, who paid more interest to colonial affairs. Students may argue that the attitudes were based largely on the context of the time with the Seven Years War and rivalry with France over territory in North America dominating British attitudes. Equally, students may argue that British attitudes were largely based on economic, political and cultural links that stretched back over a considerable time.

**03** 'Colonial elites, not movements from below, led colonial reaction to the Stamp Act.'

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 colonial elites, not movements from below, led colonial reaction to the Stamp Act might include:**

- those most affected by the Stamp Act were merchants, planters, lawyers and printer-editors. These elites were well-placed to lead the opposition to the Stamp Act
- the Virginia Resolves from the Virginia House of Burgesses were inspired by Patrick Henry, a planter and lawyer
- the Massachusetts House of Representatives drew the colonies together in resistance with its circular letter leading to the Stamp Act Congress. These events highlight the dominance of elites in driving the colonial reaction.

**Arguments challenging the view that colonial elites, not movements from below, led colonial reaction to the Stamp Act might include:**

- the Sons of Liberty were significant in the opposition to the Stamp Act and many members were ordinary townsfolk, small merchants and artisans
- crowd action was a notable feature of resistance, for example, in leading to the resignation of stamp distributors. Examples include the mob action against Oliver and Hutchinson in Boston in August 1765
- many of the elites feared social upheaval and opposed groups like the Sons of Liberty.

Students may argue that the Stamp Act united the colonists, both elite and mob, and that both played a role in driving the colonies reaction against the Stamp Act. Alternatively, students may agree with the statement, arguing that it was the colonial elites that organised the key resistance through the Virginia Resolves and Stamp Act Congress. Equally, students may argue that the elites reacted to the initial reaction of the movements from below and simply built on the momentum they built in resisting the Stamp Act.