

AS HISTORY 7041/2G

The Birth of the USA, 1760–1801

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

Mark scheme

June 2019

Version: 1.0 Final

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

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, ie 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.

System Name	Description
?	Questionable or unclear comment or fact
^	Omission – of evidence or comment
Cross	Inaccurate fact
H Line	Incorrect or dubious comment or information
IR	Irrelevant material
SEEN_BIG	Use to mark blank pages or plans
Tick	Creditworthy comment or fact
On page comment	Use text box if necessary to exemplify other annotations and add further comment. Always provide a text box comment at the end of each answer.

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 the power of the British government over the colonies in the years 1763 to 1765? **[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

- James Otis was a lawyer who was more measured than his contemporary, Samuel Adams. Otis' view is valuable in showing opposition to British rule in the colonies
- the source is a pamphlet that was distributed widely in the colonies, making it valuable in showing views that were spreading in the colonies about British legislation and policies
- the tone is clear and legalistic. Otis is building a factual case in terms of the limits on the power of the British Parliament. This is valuable in showing the basis of colonial opposition.

Content and argument

- the source states how Otis believes the British Constitution limits the government. This is valuable in explaining why there would be opposition to any policies or legislation that went beyond these. The acts, such as the Sugar Act and Currency Act, certainly aggrieved the colonists as the relationship between Britain and the colonists was changing in terms of tax
- the source makes it clear that the colonists viewed themselves as 'British subjects', suggesting a willingness to be ruled by British legislation and policies which is valuable in showing that there were loyalist feelings at this time. There was loyalist feeling across the colonies and much of the complaints amongst the colonists were initially focused amongst New England merchants
- the source raises the issue of the northern colonies not having 'one representative in the House of Commons' but still liable to taxation. This is valuable in illustrating the key demand of colonists if they were to abide by British legislations and policies. 'No taxation, without representation' became a key rallying call for the colonists.

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

Provenance and tone

- as a colonial witness to the Stamp Act debate means that the source offers a valuable insight into the passing of legislation and policies towards the colonies. As a first-hand witness, Ingersoll is able to give an account of the feelings in Parliament, going beyond the content of the debate
- the audience of the source is the Governor of Connecticut which offers some value in that he would have a role in formulating the colonies' response to the legislation. This is, however, a narrow audience in only one of the colonies.

Content and argument

- the source states that the British parliament was 'fully and universally' behind the idea of the Stamp Act and that there was 'not the least hope' of changing this. This is valuable in demonstrating British unity and determination over the issue of the Stamp Act; the Commons voted the bill through 245-49
- the fact that no member of the House would 'present to the House any petition from the colonies', is valuable in showing the lack of sympathy in Britain towards colonial opposition to the imposition of taxes. The fact that the bill would raise an estimated £60,000 in its first year can in part explain this
- the source describes how the colonial agents tried to push for a full debate to take place, but failed in this attempt. This is valuable in demonstrating the lack of British concern for American opinions and suggests, in fact, that from a British point of view the Stamp Act was not at all controversial. Although William Pitt, Edmund Burke and Isaac Barré offered some opposition to the bill, most MPs agreed that the colonists needed to contribute to their own defence.

In arriving at a judgement as to which source might be of greater value, students might argue that Source A is more valuable due to the author being more significant in colonial responses to British legislation. Source A also offers the overriding beliefs about how British government should be restrained, whilst Source B describes the passing of a single Act. On the other hand, Source B can be argued to be more valuable as a first-hand account from events inside Parliament.

Section B

- 02** 'Relations between Britain and its colonies did not change as a result of the French and Indian Wars.'

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 relations between Britain and its colonies did not change as a result of the French and Indian Wars might include:

- Britain still saw the colonies as an area of the Empire that required defending against enemies
- British officers continued to have a low opinion of colonists, despite fighting alongside them in the French-Indian War
- Britain continued to see the colonies as an area that could be economically exploited and looked to do so following the end of the war
- the British continued to administer the colonies as they had before the war.

Arguments challenging the view that relations between Britain and its colonies did not change as a result of the French and Indian Wars might include:

- British attitude shifted in terms of seeing the need for the colonists paying towards their defence, as this had resulted in significant debts for the British whilst the colonists had not contributed to the cost
- British attitudes shifted in terms of how they perceived their own power, having become the strongest imperial power in the world. This meant they felt more secure in North America and able to make greater demands of the colonists
- with the French threat removed, the British looked to tighten their control of the colonies as governors expressed increasing concern about growing support towards independence.

Students can argue for or against the statement. Students may argue that British attitudes were unaltered in stark contrast to the altering views of the colonists. They may argue that the British still saw the colonies as economically valuable and still in need of defence. Students may alternatively argue that the cost of the French Indian War convinced the British of a need for change and to make the colonies pay towards their defence.

- 03** The Declaration of Independence was the most important factor in uniting the colonies in the demand for independence.'

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 Declaration of Independence was the most important factor in uniting the colonies in the demand for independence might include:

- the movements towards independence were taking place at a local level, e.g. Rhode Island repealing legislation, requiring new appointments to take an oath of allegiance to the Crown and the Declaration was needed to pull these moves together
- there were still protests of loyalty to the Crown amongst colonists in 1776, suggesting that the Declaration of Independence was needed
- Sam Adams asked in April 1776, 'Why do we not then declare?' as colonies replaced royal governors with rebels, governments and Congress exercised sovereign powers including issuing money. This suggests that the Declaration was a final but necessary step
- the overthrowing of conservatives in New Jersey and Pennsylvania in the process of passing the Declaration showing that it was needed to unite the colonists.

Arguments challenging the view that the Declaration of Independence was the most important factor in uniting the colonies in the demand for independence might include:

- by 1776 there had been a strong move towards independence with more and more colonists seeing parliament and the King as conspiring to destroy American liberty
- 'Common Sense' by Thomas Paine argued independence was a foregone conclusion – 120,000 copies were sold in 1776
- the 1774 'A Summary View of the Rights of British America' and the 1776 draft of a Virginia Constitution on which the Declaration was based, already set out the ideas used in the Declaration and therefore suggest it wasn't needed
- Silas Deane had already been sent to France to obtain military supplies.

Students can argue for or against the statement. Students may argue that the Declaration was needed for the colonists to take the final step to independence and the process of getting to the Declaration united and pulled together the colonists in preparation for the war to come. Students may alternatively argue that the colonies were essentially already acting as if they were independent and that all of the key ideas in the Declaration were already being expressed. Another argument that could be presented is that the colonists were already united.