



AS HISTORY 7041/2G

The Birth of the USA, 1760–1801

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

Mark scheme

June 2023

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 Examiner.

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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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.

Section A

- 0 1** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining relations between Britain and its North American colonies in the early 1760s?

[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 having 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 Hutchinson was the last royal governor of Massachusetts. This is valuable – as a key figure, he would have been aware of views held by other prominent figures about the victory and peace treaty. However, as the King appointed him, he would have been pro-British, which limits the value. Also, his observations only reflect the views in Massachusetts
- the source is at the end of the war in 1763 – this is valuable as it reflects the discussions about the Treaty of Paris which was signed in February 1763
- the source is from Hutchinson's personal diary. This is valuable as it was impartial, however, he did later publish the diary to impart a view of an early colonial ambition to break away from British rule.

Content and argument

- the overall argument conveys that war has made some Americans compare their 'unfair' position with English subjects and consider their attachment to Britain following the decision to cede Canada from France in the Treaty of Paris, 1763. This is valuable. Americans and British fought the French alongside one another, and this proximity developed mutual contempt between some American and British soldiers
- further argument claims that some 'enterprising Americans' are questioning allegiance to Britain stemming from the cession of Canada from France. This is valuable, as it provides an insight into the seeds of independence. If Canada, a French colony, can separate from France, then why not America from Britain? However, the source does not mention who the 'enterprising Americans' are, and in 1763, there was no explicit colonial desire for independence
- the reference to the decisions in the Treaty of Paris engendered men 'to think more favorably' about independence. This gives an insight into understanding the shift in colonial attitudes in Massachusetts towards the British after the Seven Years' War. However, there is no mention of the victory, which seems surprising, as America benefited from the removal of the French threat and the prospect of westward expansion.

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

Provenance and tone

- Reverend Thomas Barnard lived and preached in Massachusetts and held strong pro-British views
- the sermon was delivered to leading officials appointed by the Governor soon after victory over the French in the Seven Years' War. This is valuable as it reflects the euphoria and gratitude towards the British for eliminating the French threat from North America. The sermon was for an audience comprising of officials of Massachusetts, appointed by the Governor, which limits the value as its emphasis is an air of effusive adoration for the British
- the tone is positive of a 'promising future', there is an air of optimism throughout the source suggesting a heartfelt appreciation for Britain's victory over the French in the Seven Years' War.

Content and argument

- the source argues America has a 'promising future', they are 'safe' and free from 'oppression'. This is valuable in the contrast to how Americans had lived in fear of the French threat, endured a lengthy war and were now victorious and set free
- it suggests that America should be grateful for the victory that Britain had 'won for us' and the sacrifices Britain made to win 'peace and freedom', indicative of the gratitude held towards Britain, but a limitation is that the source only reflects the short-term attitudes culminated from the jubilation at the end of war
- the reference to 'our mother' showed an awareness of Britain's financial investment is valuable as Britain sent 25 000 troops to fight the French in America, and paid 25 000 Americans to fight too, which resulted in doubling Britain's national debt by 1763
- the source emphasises the colonies' need to 'serve and honor mother Britain'. This is valuable in showing the colonies' indebtedness to 'mother Britain'. However, this does not show the relationship between America and Britain in 1763 beyond a duty to serve.

In arriving at a judgement on which source might be of greater value, students might suggest that Hutchinson's diary has greater value as it is his personal observations of rhetoric arising from the peace treaty. On the other hand, Barnard reflects the happiness resonant from the victory and attempts an appraisal of the current situation in 1763 and future duty to serve Britain, as opposed to Hutchinson's narrower observation. However, Barnard's pro-British sermon was coloured by ideological commitments to show loyalty to the British in his sermon to the colonial elite, whereas Hutchinson's account was a personal diary of the situation in 1763. Reward any supported judgement.

Section B

0 2 'The most serious threat to British rule in the years 1765 to 1770 was the Sons of Liberty.'

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 supporting the view that the most serious threat to British rule in the years 1765 to 1770 was the Sons of Liberty might include:

- the Sons of Liberty formed in 1765 (formerly the Loyal Nine) to oppose the Stamp Act. They rallied support for colonial resistance through the use of petitions, assemblies, and propaganda
- they orchestrated popular protest and mob action, which led to the destruction of British officials' property (Andrew Oliver and Thomas Hutchinson). This led to widespread violence throughout the colonies – fearing for their lives, stamp distributors in all colonies resigned or fled, nullifying the Stamp Act
- economic resistance directed by the Sons of Liberty to the Stamp Act spread throughout the colonies and undermined mercantilism and British authority. Alarmed by the colonial boycott, British merchants and manufacturers campaigned to repeal the Stamp Act. They were actively involved in economic resistance to the Townshend duties
- they skilfully used propaganda, turning the funeral of an eleven-year-old boy into a political demonstration in February 1770 (5000 Bostonians attended) and branding the killing of five Bostonians as the Boston Massacre in March 1770, which seriously threatened Britain's ability to rule. By 1770, relations had broken down and Britain had insufficient troops to impose order.

Arguments challenging the view that the most serious threat to British rule in the years 1765 to 1770 was the Sons of Liberty might include:

- inter-colonial opposition from the Stamp Act Congress, October 1765 in New York, was key in driving opposition from the colonial assemblies (twenty-seven delegates from nine colonies attended). They denounced the British intention to subvert the rights and liberties of the colonies
- the intellectual response from John Dickinson in 'His Letters from a Pennsylvania Farmer (1768)' spurred ideological debate and opposition to the British by encouraging the precedent that the British had no right to tax the Americans without their consent
- the political response from the Massachusetts assembly circular letter in February 1768 (approved by seven other colonial assemblies) unified opposition and non-compliance to the Townshend Duties, which they declared as a violation against Americans, undermining Britain's ability to impose its authority over its North American colonies
- political consciousness, inflamed by the maltreatment of John Wilkes, influenced American opinion amongst the colonies against British rule, which they regarded as suppressing liberty on both sides of the Atlantic.

Students are likely to suggest that the Sons of Liberty and the colonial elite were both a serious threat to British rule. Which they choose to emphasise as the more important threat will depend on the relative weight given to the economic resistance, propaganda, and violence from the Sons of Liberty or the intellectual, political, and ideological response from the colonial elite. Reward any well-argued and convincing response which shows a well-supported judgement.

- 0 3** 'America declared independence because of Britain's refusal to compromise in the years 1774 to 1776.'

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 supporting the view that America declared independence because of Britain's refusal to compromise in the years 1774 to 1776 might include:

- the British government's decision to punish the colonies with the Coercive Acts in 1774 inflamed colonial assemblies who set up extra-legal conventions defying British rule. And by late 1774, British authority had broken down completely in Massachusetts
- Lord North's refusal to compromise with the Americans (rejecting Chatham's and Burke's proposals to repeal offensive legislation in 1775) and declaration of Massachusetts in a state of rebellion escalated tension
- General Gage's stubbornness and provocative actions in 1774/75 using spies and troops to seize rebel leaders and munitions, provoked the colonists culminating in the outbreak of hostilities in 1775/76, transforming the political resistance into a military struggle for independence
- King George III's refusal to consider the Olive Branch petition in July 1775 led to many colonists viewing parliament and the King as the destroyers of American liberty and pushed many colonists towards the principle of independence and America's declaration of independence.

Arguments challenging the view that America declared independence because of Britain's refusal to compromise in the years 1774 to 1776 might include:

- Jefferson's 1774 Summary View of the Rights of British America opened up discussions about the British Parliament's right to exercise authority over the Americans, which engendered a propaganda campaign across the colonies discussing independence in colonial pamphlets and newspapers
- American successes at Lexington and Concord spurred the Second Continental Congress into waging war. In May 1775, they took charge of the war and committed to raising a Continental army, and \$2 million to finance a war for independence
- Thomas Paine's 'Common Sense' (which sold over 120 000 copies between January and July 1776) gave the Americans the moral justification for fighting the British in order to win their independence and break free from tyrannical British rule
- rebel governments had replaced all royal governors by 1776, and Congress sought military supplies from France to fight for independence.

The American declaration of independence is likely to be seen as a mixture of Britain's refusal to compromise and rebellious actions by the Americans, but reward any argument that makes a clear judgement and provides a convincing argument in support. Students should be able to refer to a range of factors on each side and the best answers will identify the interrelationship between these factors.