



A-level History

7042/2G-Component 2G The Birth of the USA, 1760–1801
Mark scheme

June 2018

Version/Stage: 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, 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.

Component 2G The Birth of the USA, 1760–1801

Section A

- 01** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the Townshend Acts. **[30 marks]**

Target: AO2

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

Generic Mark Scheme

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19-24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13-18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7-12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1-6**
- 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.

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

Provenance, tone and emphasis

- the source is an extract from the Revenue Act, one of the Townshend Acts. This means it gives an insight into the intentions of Townshend and the British Government in relation to the colonies
- the Act was as an official document so will have been widely available
- the date of the source is significant as the Revenue Act was the first of the Townshend Acts; this means it is valuable as it sets the tone for the actions towards the colonies that Townshend will take
- the tone of the source is formal, using phrases like ‘most dutiful and loyal subjects’. This is valuable in showing the formality of British government, though possibly limited as it simply reflects the common form of Acts.
- The tone of the source may be less developed in comparison with B and C given the nature of source A.

Content and argument

- the source argues that money should be raised in the colonies to fund support for ‘administration of justice, the support of civil government in such provinces’, presenting the view that the money being raised from the colonists was to be spent on their own government, not sent back to Britain. This is valuable in showing that the British thought they were addressing the issues raised in the colonies regarding the Stamp Act
- the source then states that the money raised will also be used ‘towards further financing the defending, protecting, and securing of the American colonies’. This is significant in highlighting the British view that the colonies should contribute towards paying for their defence
- the next section of the source places the decision on pressing ahead with the Revenue Act at the feet of George III, highlighting why the colonists connected such acts with the ‘tyranny’ of the King
- the source concludes with a list of the goods that will be taxed, the fact that this list includes ‘varieties of paper’ is significant given the reaction to the Stamp Act, as is the tax on tea, given events that would take place in 1773 with the Tea Act.

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

Provenance, tone and emphasis

- the source was written by the Massachusetts legislature, this is significant as Massachusetts was renowned as the centre of opposition to British rule and where the American Customs Board was established
- the audience was Colonial Legislatures in other states; this is significant as it suggests that the other colonies were not as set against British policy as Massachusetts, but that they believe they can be persuaded into collective action
- the date of the source is interesting given that the Revenue Act had been passed almost 8 months earlier, suggesting that there was a significant delay in the organising of co-ordinated opposition
- the tone of the source is reasoned and moderate; this is significant in demonstrating that the circular was not designed to be inflammatory.

Content and argument

- the source acknowledges the sovereignty of Parliament over the colonies; this is significant in suggesting that at this point the colonists were not aiming to antagonise the British who were looking to reinforce their dominance following the Stamp Act debacle
- the source then discusses the root of Parliament's power in the Constitution; it builds the argument that the colonists have rights as well as obligations to Britain. This is building a legal argument which can be used to justify not complying with the Act
- the statement 'what a man has honestly acquired is absolutely his own, which he can freely give away, but cannot be taken from him without his consent' is clearly a version of the key colonists refrain of 'no taxation without representation'
- the source is arguing that the fact that the Revenue Act is raising an internal tax, rather than an external tax (like the Stamp Act), does not alter the fact that the colonists have not been consulted over its imposition. The reference to this concept as being 'held sacred and irrevocably' shows the strength of feeling.

Source C: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- the author is a merchant who has been publicly condemned for his opposition to the non-importation agreement. This is significant as it highlights that there were divisions amongst the colonists about the response to the Townshend Acts. As a merchant the author would be directly affected by a non-importation agreement
- by giving his statement to a newspaper the author is intending to get his message across widely in Boston and is therefore likely to have believed that others would support his view and have sympathy with him. The Boston Chronicle was a royal government paper
- the date is significant as the decision had been taken before this by the British to repeal the Townshend Acts. The author is therefore going to be reflecting on actions taken by the colonists that have largely achieved their aims. He is also writing at the time when New York and other ports were abandoning non-importation
- the tone sounds humble and affects a simplicity of the 'plain man' although arguably ironic and certainly brave.

Content and argument

- the author states that he is not a politician, but demonstrates an understanding of political ideals. He accuses the radicals of hypocrisy in claiming to fight for liberty whilst denying others their liberty
- he goes on to present the view that the colonies should not be being made subject to laws they have not consented to. He then claims that the same men that push for this, also then impose laws on him without his consent. This is valuable in showing how radical agitators lost the support of conservative merchants
- the non-importation agreement is presented as being ‘most effectual’ which is significant in highlighting that the non-importation policy worked
- the author then points out that in the colonies one set of private individuals punishing other private citizens is a ‘poor notion’ of government and something government should prevent. This is valuable in giving an insight into the significance of mob violence in the colonist opposition to British policy.

Section B

02 'The Declaration of Independence was based on colonial beliefs about the rights of Englishmen.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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/factors suggesting that the Declaration of Independence was based on colonial beliefs about the rights of Englishmen might include:

- the emphasis on the rights and liberties of free-born Englishmen is central to the Declaration of Independence
- the demands for the limitation of royal power made in the Declaration of Independence can be seen to be founded on the restrictions placed on the power of the monarchy by the British Constitution
- Englishmen were not taxed without their consent, which was given by their representatives in Parliament. The Declaration of Independence demanded the same for the colonists
- colonists perceived that the 'tyranny' imposed by Britain was due to the particular monarch and ministers of the time, not the system itself which they still held in high regard.

Arguments/factors challenging the view that the Declaration of Independence was based on colonial beliefs about the rights of Englishmen might include:

- ideology came from key writers of the time, notably Thomas Paine
- the Declaration of Independence was influenced by other areas of thought and philosophy including classical ideas, Puritanism and Enlightenment thinking
- Jefferson was the author of the Declaration and should therefore take credit
- Jefferson's work was edited, or to his mind 'mangled' by Congressional editing, ensuring a wide range of influences
- the meaning of the preamble remains controversial and exact meaning not agreed on, making discerning its basis as being very difficult.
- fighting 1775-6, transformed the political dispute of the colonists into a military struggle, the Second Continental Congress May 1775 had met to take charge of the conduct of war, and the failure of the Olive Branch Petition had moved many colonists to lose faith in the monarch as well as Parliament, the Declaration of Independence gave a moral and legal justification for the rebellion.

Students may argue for or against the validity of the statement. Students may argue that the complaints listed in the Declaration complained of the denial of rights set out in the British Constitution and those held by freeborn Englishmen, therefore suggesting this was the key basis of the Declaration of Independence. Alternatively, students may point to the multitude of other influences, such as Thomas Paine's 'Common Sense', as the basis of the Declaration of Independence.

- 03** 'In 1776, Britain had reason to be fully confident of military success against the American colonies.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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.

Candidates answers should focus on ‘In 1776’, context before and after 1776 needs to be fully justified and not the focus of their answer.

Arguments/factors suggesting that in 1776, Britain had reason to be fully confident of military success against the American colonies might include:

- the British population was 8 million, compared to 2.5 million population in the colonies of whom 500,000 were slaves and at least 500,000 were loyalists
- the colonists had to build an army for nothing; the British had an army of 48,647 officers and men and hired 18,000 soldiers from Hesse-Cassel. Britain also had the support of many of the Native Americans
- the Royal Navy had 340 ships; the Americans had no navy to speak of. As the colonies hugged the eastern sea-board this naval dominance would enable the British to blockade ports and easily move troops
- Britain had much greater financial resources than the colonists who were unable to levy taxes and had to resort to printing more and more paper money
- the colonists lacked unity and systems required to fight a war.

Arguments/factors challenging the view that in 1776, Britain had reason to be fully confident of military success against the American colonies might include might include:

- Britain was not well-prepared for war and was on the back foot militarily and politically in America
- British policies, such as requisitioning of supplies and property and martial law, were unpopular and alienated potential loyalists
- North was not an inspiring war leader and British generals available were mediocre
- Britain faced the prospect of France and Spain joining on the colonists’ side, which was a daunting prospect with the Atlantic between the colonies and Britain
- Britain had to walk a tight-rope in terms of policy: if they won but caused destruction in the process then Britain would have to restore the damage; if Britain won but a resentful population remained then they would require an expensive military presence to keep control.

Students may argue that given Britain’s wealth, the size of its population and its military strength, Britain was right to be confident of victory in 1776. Students may further support this argument by examining the challenges of unity, finance and organisation facing the Americans. On the other hand, students may point to the difficulties Britain faced with the distance, potential interference from France and Spain, as well as the difficulty of winning both militarily and in terms of hearts and minds at the same time. Students should not, however, dismiss the statement simply on the basis of what was to transpire in the war, but should instead focus on the situation in 1776.

- 04** How important were differences over the role of the federal government in the formation of political parties in the years 1789 to 1801? **[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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
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- 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/factors suggesting that differences over the role of the federal government in the formation of political parties in the years 1789 to 1801 were important might include:

- differences between Hamilton (Federalist Party) and Madison/Jefferson (Democratic Republican Party) were based on different understandings of how strictly the Constitution should be interpreted
- Hamilton favoured a strong federal government, whilst Madison and Jefferson championed states' rights
- Jefferson saw the role of federal government was to preserve liberty, whilst Hamilton saw government to prevent anarchy and preserve order
- Hamilton wanted a federal government committed to activist policies whilst Madison and Jefferson wanted a highly restricted federal government.
- the Constitution had replaced the weaker Articles of Confederation, however the Constitution was a sketch not a blueprint, and was designed to resolve problems in the 1780s and to reconcile interests of large and small states, slave and free states and federal and state governments, thereby giving rise to different interpretations of the power of the federal government and Constitution it upheld.

Arguments/factors challenging the view that differences over the role of the federal government in the formation of political parties in the years 1789 to 1801 were important might include:

- the political system created by the constitution lent itself to adversarial parties in congress
- Jefferson and Hamilton differed in their vision of America's future shape. Jefferson sought an agrarian America dominated by small farmers, whilst Hamilton wanted a diverse capitalist economy with agriculture balanced with commerce and industry
- Hamilton and Madison were split on economic issues, such as the paying of the national debt and the creation of a national bank
- differing geographical views (north vs. south) that contributed to split and formation of political parties
- Jefferson and Hamilton's disagreements owed much to personal hostility
- Jefferson and Hamilton differed in background and personality: the agrarian aristocrat versus the self-made man; a man of wide-ranging scientific, artistic and philosophical interests versus a man of ordered intensity.

Students may argue that the formation of the early political parties was due to strong differences on the role of the federal government. In doing so they may cite fundamental differences over the way in which the constitution was to be interpreted, over the respective power of Federal and State government and over the functions federal government should undertake. On the other hand, students may argue that clashes of personality, ambition and background between the key figures played a significant role. Other factors, such as differences over economic issues and the nature of the political system, may also be used to down play the importance of differences over the role of federal government.