

AS-LEVEL

History

Unit HIS2F: Challenging British Dominance:

The Loss of the American Colonies, 1754–1783

Mark scheme

1041

June 2015

Version 1: Final Mark Scheme

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

Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:**AS EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a student with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a student with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

June 2015

GCE AS History Unit 2: Historical Issues: Periods of Change

HIS2F: Challenging British Dominance: The Loss of the American Colonies, 1754–1783

Question 1

01 Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those of **Source A** in relation to the American war effort in the later years of the War of American Independence. **[12 marks]**

Target: AO2(a)

Levels Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will **either** briefly paraphrase/describe the content of the two sources **or** identify simple comparison(s) between the sources. Skills of written communication will be weak. **1-2**

L2: Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed. **3-6**

L3: Responses will compare the views expressed in the two sources, identifying differences **and** similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed. **7-9**

L4: Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication. **10-12**

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 levels scheme.

Students will need to identify differences between the views of the two sources. For example:

- overall, Source A is negative and pessimistic about the condition and attitude of American forces at this time, whilst Source B, despite some reservations, is much more positive
- Source A felt the size of American forces was rather small, being only 4 000 men, whilst Source B felt it was more significant, exceeding 10 000 at times

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- army discipline was weak, according to Source A, with Connecticut forces having to be restrained from seizing supplies from New Jersey, whilst Source B states the quality of soldiers remained high
 - Source A felt financial problems were due to the devaluation of the money issued by the Continental Congress, whilst Source B blamed individual colonies for their failure to authorise taxation
 - Source A claims the arrival of French forces aided Washington considerably, whilst Source B states that it made no real difference.

Students will need to apply their own knowledge of context to explain these differences. They might, for example, refer to:

- the increased morale of American troops after Yorktown
- the fact that French troops/sailors did make a major contribution, out of proportion to their actual size, in forcing British troops to divert large numbers of troops to defend West Indian islands and even Britain itself.

To address 'how far', students should also indicate some similarity between the sources. For example:

- both sources refer to a lack of supplies
- both sources refer to financial hardship, Source A referring to delayed pay and devalued money, whilst Source B mentions that officers were forced into poverty to pay for uniforms and food.

In making a judgement about the degree of difference, students may conclude that there were problems with American forces in the later stages of the conflict, but the input of Washington and the French intervention provided enough stimulus to boost morale and secure victory.

Question 1

02 Use **Sources A, B and C** and your own knowledge.

How far was American victory in the War of American Independence due to the abilities of George Washington? **[24 marks]**

Target: AO1(b), AO2(a), AO2(b)

Levels Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**

L2: Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**

L3: Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**

L4: Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**

L5: Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In ‘how important’ and ‘how successful’ questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A:** Washington maintained authority over the army at a difficult time, though another important factor was the arrival of French forces.
- **Source B:** Washington helped to keep the quality of soldiers high.
- **Source C:** although not a military genius, Washington was a great leader of men; tall and stately, self-possessed, single-minded, making small gains whilst avoiding major losses. Another important factor was intellectual commitment to the rebel cause demonstrated by the volunteer forces.

From students’ own knowledge:

Factors suggesting the major contribution of Washington might include:

- he was a charismatic leader, with an established patriotic reputation
- he initially took advice from others, but learned to trust his own judgement. Good military tactics: slow withdrawal, then sudden attack; harassment rather than open conflict; effective use of scorched earth policy outside New York in 1779
- although not always successful, he had an impressive and influential victory at Trenton (1776) and played a major role at Yorktown (1781)
- He placed considerable emphasis on both the welfare and training of troops (e.g. during the long winter in Valley Forge, 1777–1778, he arranged expert training from von Steuben and LaFayette)
- despite occasional strong criticisms of Congress, on the whole he dealt effectively with the civil authorities, helping to reduce public suspicions of the military.

Factors suggesting the importance of other factors might include:

- the nature of the terrain and climate in North America, so different from the normal European theatres of war, made life difficult for British troops and commanders
- the distance from London made it difficult for politicians to direct the war effectively, and affected supplies. New troops crossed the Atlantic in summer, thus being exposed immediately to the rigours of North American winters. War minister Germain found it difficult to communicate effectively with the leading British commanders
- some major weaknesses demonstrated by British generals (notably Burgoyne – over-confident, slow-moving, indecisive – and Howe – too cautious at times, and failing to cooperate with Burgoyne before Saratoga)
- decisive American victory at Saratoga under Gates and Benedict Arnold

- foreign intervention: French involvement, greatly increased after Saratoga, also Spanish involvement plus impact of Armed Neutrality
- the use of German mercenaries and native Indians very much alienated loyalists.

Good answers may conclude that Washington's role was of key importance, though was considerably supplemented by 'other factors', notably incompetent British commanders and foreign intervention.

Question 2

03 Explain why British forces were able to capture Quebec in 1759. **[12 marks]**

Target: AO1(a), AO1(b)

Levels Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

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.

Answers should include a range of reasons as to why British forces were able to capture Quebec in 1759.

Students might include some of the following factors:

- Pitt concentrated British military and naval resources in North America, especially along the St Lawrence river, regarding the capture of Quebec an essential part of the struggle with France
- France had been diverting troops from North America to Europe following the entry of Prussia into the war
- Pitt personally chose the military and naval commanders at Quebec (Wolfe and Saunders) and both performed superbly
- the calculated heroism of Wolfe in scaling the Heights of Abraham

- the French were convinced that the British would not be able to negotiate the notoriously difficult St Lawrence river, but Cook had secretly conducted a valuable survey, and this enabled Saunders to make a rapid advance of troop transports up the river
- Montcalm's abilities, important for earlier French gains, were apparently in decline by this point, and he demonstrated a number of strategic errors, notably failing to appreciate the likelihood of Wolfe attempting an invasion via the Heights of Abraham.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might refer to the close coordination between British military and naval forces, and the significant links between both of these and Pitt.

Question 2

- 04** 'The Treaty of Paris of 1763 damaged British interests in North America.'
Explain why you agree or disagree with this view. **[24 marks]**

Target: AO1(a), AO1(b), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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 should be able to make a judgement by balancing evidence which supports the view that various problems resulted from or were not resolved by the Treaty of Paris, thus hindering British interests in North America, against that which suggests that the Treaty was largely successful in the North American context.

Evidence which agrees might include:

- Britain acquired a substantial French Canadian population, with the need to patrol this region and to make various concessions to cultivate support
- these concessions, plus the need for a continued military presence in North America, caused jealousy and resentment amongst the American colonists.
- France still retained a direct, if small, presence in Canada, keeping the islands of St Pierre and Miquelon in the Gulf of St Lawrence, and fishing rights in Newfoundland
- various West Indian islands (Guadeloupe, Martinique and St Lucia) were returned to France, despite having been seized during the war.

Evidence which disagrees might include:

- the main French presence had been removed from Canada, thus removing the direct threat to the American colonists
- the Spanish presence was removed from the North American mainland (losing Florida and renouncing fishing rights off Newfoundland)
- Britain now had greater control over the West Indies (through the acquisition of St Vincent, Dominica, Tobago, Grenada and the Grenadines)
- important trading extensions, notably timber in Canada and sugar in the West Indies.

Good answers may conclude that Britain's apparent gains from the Treaty were soon seen to be illusory, and raised issues that ultimately resulted in the loss of the American Colonies. Pontiac's rebellion soon broke out, with native Americans concerned about the spread of British settlers west of the Appalachians following the removal of the French presence, and this caused Britain to introduce policies such as the Proclamation Line, which seriously irritated the American colonists.

Question 3

05 Explain why there was opposition in America to the Stamp Act. **[12 marks]**

Target: AO1(a), AO1(b)

Levels Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

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.

Answers should include a range of reasons as to why the American colonists opposed the Stamp Act in 1765.

Students may refer to some of the following long-term factors:

- the emergence of a considerable degree of self-government within individual colonies, encouraged by the long-standing policy of 'salutary neglect' (followed by successive British governments prior to the French and Indian Wars)
- the Treaty of Paris (1763) removed the main foreign threat to the colonies, and so the colonists no longer felt dependent on British protection
- some early post-1763 legislation had annoyed the colonists (notably the Proclamation Line and the Sugar Act).

And some of the following short-term factors:

- the colonists regarded the Stamp Act as internal taxation (which was totally unacceptable), in contrast to the Sugar Act (which was merely trade regulation). ‘No taxation without representation’
- colonial legislatures protested through their agents in London, but were largely ignored
- British officials in the colonies were quite vulnerable because of their distance from Britain and the relatively limited number of British troops retained in the colonies
- Boston was a particularly militant area, and the attack on a Stamp Act official’s house there followed by his resignation) led to attacks elsewhere and further resignations.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might contrast the relatively relaxed British approach pre-1756 with the more oppressive legislative policy post-1763.

Question 3

- 06** 'War with the American colonies broke out in 1775 because of the failures of Lord North's government in the years 1770 to 1775.'
Explain why you agree or disagree with this view. **[24 marks]**

Target: AO1(a), AO1(b), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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 should be able to make a judgement by balancing points which agree with the view that the failures of North's government resulted in the outbreak of war in 1775 with those that suggest other factors were also significant, possibly more so.

Evidence which agrees might include:

- North's government failed to discipline British troops after the 'Boston Massacre'
- North was determined to retain the duty on tea as a symbol of the British right to levy colonial taxation
- the Tea Act of 1773 granted the East India Company a monopoly of tea sales in North America in order to ease the financial problems of the EIC, without any consideration of the possible adverse impact of this in the colonies
- the government dealt with the 'Boston Tea Party' through the highly unpopular 'Intolerable Acts' of 1774 rather than using existing legislation
- the Quebec Act (1774) alarmed the American colonists by extending Quebec's borders southwards and recognising Roman Catholic rights in Canada
- Chatham's attempts at reconciliation rejected (early 1775)
- failure to prevent George III rejecting the 'Olive Branch Petition' (September 1775).

Evidence which disagrees might include:

- existence and growing influence of American Radical groups, such as the 'Sons of Liberty', under the influence of committed rebels like Sam Adams
- Gaspee incident, 1772: revenue ship attacked and destroyed by mob after running aground
- Boston Tea Party, 1773
- meeting of the First Continental Congress at Philadelphia, April 1774
- second Continental Congress and proclamation of rebellion, 1775
- role of George III in rejecting Olive Branch Petition.

Good answers are likely to/may conclude that both North's government and the American colonists contributed to the continued decline in Anglo-American relations, but there was a greater inclination towards rigidity with North's government; the colonists did, on occasions, attempt a conciliatory approach (e.g. Olive Branch Petition).

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion