

A-LEVEL HISTORY

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

Mark scheme

1041
June 2014

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

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 2014

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 in **Source A** in relation to the Second Continental Congress. **[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:

- according to Source A, 'only a minority' of members of the Second Continental Congress wanted independence from Britain, whilst Source B clearly suggested that, despite the denial of a desire for independence, the colonists were now clearly considering it

- Source A clearly indicates that the Olive Branch Petition meant that the colonists sought an 'end to bloodshed' and 'reconciliation', whilst Source B opposed conciliation, claiming the July Declaration provided 'almost no room for negotiation'.

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

- the decision of the Second Congress to by-pass Parliament with the Olive Branch Petition, and the emphatic rejection of this by George III
- the attempt earlier in 1775 by Lord North to make significant concessions of power and self-government to the American Colonies, as long as they accepted British political control.

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

- both refer to the negative attitude of Westminster politicians, Source A claiming that the Olive Branch Petition was seen as 'divisive' and was therefore 'immediately rejected, whilst Source B pointed out that Chatham's conciliatory resolutions were lost because concessions were very unpopular and many believed there should be no sharing of power.
- in terms of the British response to the Olive Branch Petition, both accept that violence seemed inevitable, Source A referring to a 'hardening of attitude' and Source B commenting that after Lexington and Concord there was no mood for compromise.

In making a judgement about the degree of difference, students may conclude that there is genuine difference about the American position, but broad agreement on the nature of the British response.

Question 1

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

How far was the outbreak of the War of American Independence due to colonial resentment of British policy in North America in the years 1765 to 1775? **[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:** this suggests that the desire of the colonists was for conciliation, and that the reason for conflict lay with the British and their rejection of colonial approaches (notably the Olive Branch Petition)
- **Source B:** this source suggests that responsibility was evenly divided, with both Britain and the colonists resentful and intransigent
- **Source C:** this source refers to the c1765 period, indicating the long-term existence of resentment amongst the colonists. They resented having to pay for a war which they perceived to have been fought for the interests of Britain, and felt that British policy was dominated more by the interests of British merchants than by colonial interests. Growth of resentment was clearly indicated by the fact that 9 colonies chose to send delegates to the Stamp Act Congress of 1765 (and some of the others wanted to), whilst secret organisations such as the 'Sons of Liberty' were being set up.

From students' own knowledge:

Factors suggesting that war was largely due to colonial resentment might include:

- Strong and violent reaction to the Stamp Act (1765)
- the failure to respond positively to the abolition of all duties except on tea (1770)
- the Gaspee incident (1772)
- the Boston Tea Party (1773)
- the response to the 'Intolerable Acts' of 1774, and the summoning of a Second Continental Congress in 1775.

Factors suggesting that British actions/attitudes were equally if not more responsible might include:

- replacement of the Stamp Act with the Declaratory Act (1766)
- introduction of the Townshend Duties (1767)
- the Boston Massacre (1770)
- the granting of a tea monopoly to the East India Co. (1773)
- the Quebec Act (1774), extending the Canadian frontier southwards
- the 'Intolerable' Acts (1774)
- defeat in the Commons of conciliation motions by both Chatham and Burke (1775)
- New England Trade and Fisheries Act (1775), ending American access to foreign trade.

Good answers are likely to/may conclude that there was a growing movement towards independence within the American Colonies, but this was exacerbated, intentionally or otherwise, by insensitive/aggressive policies by the British.

Question 2

03 Explain why hostilities broke out between Britain and France in North America in 1754.

[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 conflict between Britain and France broke out in North America in 1754.

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

- French bitterness over the treaty of Aix-la-Chapelle of 1748
- pressure from French merchants resulted in the creation of a chain of fortresses from Louisbourg to New Orleans, cutting off the westward expansion, towards the Ohio valley, of the American Colonies
- French colonists had worked with the French-speaking Acadian Indians in Nova Scotia, hoping to weaken British control of this newly-acquired territory.

And some of the following short-term/immediate factors:

- French capture of a half-completed Virginian fort, renamed Fort Duquesne, on the banks of the Ohio (April)
- the Virginia Militia, under Washington, attempted to retake Fort Duquesne, eventually suffering defeat at Fort Necessity (July)
- aware of growing tensions and determined to maintain her position in North America, Britain sent increased troops under Braddock (November).

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might emphasise the critical importance of the Ohio valley to both countries.

Question 2

- 04** 'Naval supremacy was the main reason for British success in the French and Indian Wars.'
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 naval supremacy was the main reason for British success in the French and Indian Wars against that which does not.

Evidence which agrees might include:

- control of the seas generally and the North Atlantic in particular was a key part of British strategy during the war, because of the impact which a blockade would have on French ability to supply her North America territories
- the size of the British mercantile marine meant that she had a much larger pool of trained seamen to call upon than France
- officer quality, to some extent based on merit, was much higher than with rival navies
- the Admiralty under Anson provided effective administration of the navy
- the navy played an important role in key victories (notably Quebec and Quiberon Bay).

Evidence which disagrees might include:

- Pitt's impact as Prime Minister from 1757 was arguably more wide-ranging
- the army was also significant: before his removal by Pitt, Loudon had greatly improved the organisation and supply of the army in North America, whilst Wolfe and Amherst later made significant contributions to specific victories
- the Duke of Newcastle played an important role, securing finance for British operations, eliminating Commons opposition with the use of patronage
- French military prowess, notable during the early stages, became negligible in the later stages of the war, especially after the death of Montcalm
- Indians, never reliable allies, effectively abandoned the French after Quebec.

Good answers are likely to/may conclude that there is a degree of overlap between the various factors: undoubtedly, the naval contribution was very significant, but this depended to some extent on the reforms introduced by Pitt and the financial support ensured by Newcastle.

Question 3

05 Explain why American forces were able to defeat the British at Yorktown in 1781.

[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 Cornwallis' army was defeated at Yorktown.

Students might include some of the following factors:

- Britain's traditional domination of the seas had been under threat for some years
- Britain was now under attack not only from the American Colonies but also from France after 1778, and later Spain. Although direct foreign involvement was not massive, it did raise the possibility of a threat to British West Indian colonies, and even to Britain herself, and therefore a major redeployment of British resources took place
- the formation of the Armed Neutrality in 1780 put Britain under even greater pressure
- there were significant errors by British commanders, notably Cornwallis, who failed to crush American resistance in Virginia, and then took up a poor defensive position in Yorktown
- there was good cooperation between Washington and Rochambeau on land
- French control of Chesapeake Bay allowed easy transport of Washington's troops to Yorktown

- the arrival of de Grasse's fleet outside Yorktown effectively sealed the fate of the British garrison there.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might refer to the importance of the American victory at Saratoga in 1777 in persuading France and other foreign countries to adopt the policies that put Britain under greatly increased pressure.

Question 3

- 06** 'Washington's leadership was the main reason the American colonies were able to achieve independence.'
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 Washington was the main factor in British success during the War of Independence with those that suggest other considerations were more important.

Points which agree might include:

- Washington was a charismatic leader, with an established patriotic record from the French and Indian Wars
- he applied sensible tactics, focused on the particular nature of the North American terrain. Tactics included slow withdrawal followed by sudden attack, harassment rather than open conflict, effective use of scorched earth policy outside New York in summer 1779
- he placed considerable emphasis on both the welfare and training of troops (e.g. during the long winter at Valley Forge, 1777–78, he arranged expert training from von Steuben and Lafayette)
- although at times strongly critical of Congress, on the whole he dealt effectively with the civil authorities.

Points which disagree might include:

- poor performance by most British commanders (e.g. Burgoyne – over-confident, slow-moving, indecisive, and Howe – too sympathetic to the colonists and hoping for a negotiated settlement)
- weaknesses with the political direction of the war. North was hardly a war-time PM, whilst Germain failed to ensure the effective implementation of his strategies in the colonies
- foreign involvement, notably French involvement after Saratoga, later Spain/Armed Neutrality. Britain forced to withdraw troops from the North American mainland to defend the West Indies, even Britain herself, against possible attack
- the nature of the terrain and climate in North America caused problems for British troops and commanders and the distance from London made it difficult for supplies and instructions to reach North America effectively
- Washington's military skills in open warfare were limited, and he was not present for the key victory at Saratoga.

Good answers are likely to/may conclude that Washington certainly played a key role, though it may well be unlikely that victory would have been gained without foreign intervention and a poor military performance from Britain.

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