
A-level HISTORY 7042/2G

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

Mark scheme

June 2019

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

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

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 implementation of the Constitution by Presidents Washington and Adams. **[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 gives President George Washington's view and therefore gives a valuable insight into the question as he can give a first-hand insight into his intentions on the implementation of Constitution
- the date of the source is significant as it is Washington's inaugural address and therefore his first opportunity in office to make a public declaration on the direction his administration will take. There is extra value in that Washington was America's first President and therefore this source offers the very start of the Constitution being put into practice
- the inaugural address is a formal speech that will not only be heard by those present but also reported across America and is therefore aimed at the American people as a whole. This may limit the value as Washington will need to put aside any doubt or uncertainty he may have had at this moment
- the tone of the source is upbeat and positive, which is valuable in demonstrating that the message Washington wants to purvey is an optimistic one as America enters a new era.

Content and argument

- Washington directly quotes the Constitution, which is valuable in demonstrating that he wants to demonstrate how it sets out the role and powers that he will have in the office of President. The Constitution is creating a new political system following the problems under the Articles of Confederation, Washington wants to illustrate that his powers will be limited
- Washington sets out the problems that he and the Constitution will help the American political system avoid: local prejudices, separate views, party animosities. Here the source is limited as at this point the system is yet to be in action and therefore it is not clear if these will, or will not, prove to be a problem. These issues had clearly happened under the Articles of Confederation but Washington's claims they will be overcome can be seen as premature, particularly with the Federalist v Anti-Federalist split
- him stating 'the comprehensive and fair eye, which ought to watch over this great assembly of communities and interests' Washington is giving a valuable explanation of what he sees his role under the Constitution as being. The President had a key role in ensuring that policies suited people across the country, the position of President alone required support across the nation (though no-one stood against Washington)
- Washington states that 'our national policy will be based on moral principles and the pre-eminence of a free government. These are the qualities which can win the support of our citizens and command the respect of the world' suggesting a strong belief in the system of government created and value in showing how he believes it will be received.

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

Provenance, tone and emphasis

- James Madison is known as the ‘father’ of the Bill of Rights. He was a key advisor to Washington and influential member of Congress and was one of the key founders of the Democratic-Republican Party. This means that his view on how the Constitution is being interpreted and implemented is valuable
- the Alien and Sedition Acts signed into law by President John Adams in 1798 – these acts increased the power of the President and Federal Government. The source is a response to this, which gives it value to a historian looking at the implementation of the Constitution by Adams
- the source is an address to the people, meaning it is aimed at a wide audience with the purpose of building support for the Virginia Resolutions and opposition to the Alien and Sedition Acts. Given that Madison’s party rallied in the 1800 election, this is valuable to an historian studying the implementation of the Constitution
- the tone of the source is legalistic, looking at the technical detail of the Constitution. The author, however, aims to persuade the reader that he is in the right by using some emotive language, such as ‘inflict a death-wound’, which is valuable to historians showing the strength of views at this time.

Content and argument

- the source considers the Sedition Act as a problem for the Constitution in terms of how it was intended to be interpreted. This is valuable in showing how there was criticism of President Adams in relation to implementation of the Constitution. The Act was seen as violating individual protections under the first amendment of the Constitution
- the source suggest that Federal Government is being given powers beyond those set out in the Constitution, pointing out that only those powers ‘specifically stated as belonging to Federal’ and not State Government. This is valuable in highlighting a key area of division during Adams’ Presidency, the Democratic-Republicans raised considerable concerns over this issue, including the Kentucky and Virginia Resolutions
- the source argues that ‘Congress will be given a power of legislation in all cases. The states will be stripped of every right reserved for them in the Constitution’, this concern over the power of Congress is argued to ‘inflict a death-wound on the sovereignty of the states’. This demonstrates the strength of feeling and its value might be seen to be limited in that it is overstating the situation at the time, as Alien and Sedition Acts were rarely used (only 10 convictions) and there was little other evidence of increased power of Congress
- the source argues that the people do not support the interpretation of the Constitution that it claims that Adams has adopted, especially giving Congress unlimited power. The value of this is limited as it exaggerates the reality of what was happening. Although Adams did not win re-election there was certainly support for him and his party, despite the best efforts of opposition propaganda.

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

Provenance, tone and emphasis

- Alexander Hamilton, one of the key Founding Fathers who also founded the Federalist Party, is the author of the source. He is a valuable man to have comment on the implementation of the Constitution by Washington and Adams
- the source is a personal letter to another key Federalist, John Jay. Given this, the source is valuable in giving what is likely to be an honest private opinion
- the letter is written in 1800 which means he is able to reflect on the Presidencies of Washington and Adams

- the tone is highly critical of Adams, suggesting a strong personal dislike, limiting the value of the source as it appears to not be objective.

Content and argument

- the source argues that the flaws of President Adams have damaged the Federal government and given 'deadly weapons to its enemies' meaning that his implementation of the Constitution has been ineffective. This is limited in its value as it focuses on Adams' character rather than implementation of the Constitution; Hamilton put much effort in to sabotaging Adam's reputation in 1800, against the advice of other Federalists
- the source claims that Adams has 'weakened the support of its friends' suggesting that he had damaged the Federalist Party, which was certainly arguable the case in the 1800 election. This is valuable in showing that Adams had not implemented the Constitution as other Federalists, such as Hamilton and Jay would have liked, weakening their position. The infighting certainly aided the victory of the Democratic-Republicans
- Hamilton, however, believes that Washington had made ground in his implementation of the Constitution, which is valuable in showing a perceived difference in the comparative success of the first two Presidents. This is likely a result of the growing division in the Federalist Party, Hamilton's personal dislike of Adams and the high regard with which Washington was held
- Hamilton expresses the fear that the system may in fact collapse under Adams' control. This may be seen as an extreme view and therefore of limited use to a historian. The system certainly did not collapse and Constitution was preserved
- Hamilton finishes by talking about the delicate position that a new governmental system is in until it is well-established. This is valuable in illustrating how significant the early implementation of the Constitution was. As the first two Presidents, it was essential that Washington and Adams ensured that the Constitution was effectively bedded in, taking it from being a political system on paper to an effectively functioning one in practice.

Section B

02 'The French and Indian Wars severely weakened the authority of Britain over its colonies.'

Assess the validity of this view with reference to the years 1760 to 1765.

[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 French and Indian Wars severely weakened the authority of Britain over its colonies in the years 1760 to 1765 might include:

- the defeat of the French brought much greater security to the colonists following years of rivalry over the North American Continent between the English and French, meaning they no longer saw the need for British protection, weakening British authority
- the war gave military training to colonists (many of whom later fought in the Continental Army) leading to the belief that the colonists could defend themselves
- there was mutual dislike between some of the Colonial soldiers and British officers; this was an important result of the war as it can be seen as a beginning to the break down in British authority over its colonies
- the wars proved to be a great economic boost for the colonists as 25,000 men were paid to fight for the British and the Colonies were also paid to support 25,000 British troops. This economic boost was arguably an important result of the war as the colonists no longer needed British protection
- colonists had developed smuggling and trade routes during the war, suggesting they did not respect British authority.

Arguments/factors challenging the view that the French and Indian Wars severely weakened the authority of Britain over its colonies in the years 1760 to 1765 might include:

- there were still potential threats from Indian attacks and revenge attacks from the French, suggesting that the colonists may still need British protection and continued British authority
- the fact that 10,000 British troops were posted as a permanent army in North America suggests continued British authority
- the mercantile system tied the colonists to Britain and its authority, suggesting no weakening of authority, coupled to the fact that as a result of the War, British national debts increased (£72 million in 1755 to £137 million in 1763), meaning that Britain looked to assert its authority over the colonies and attempted to recoup some of this from the colonists
- with the defeat of France, the British had a more secure grasp of North America, enabling them to assert more authority over its colonies. Colonists' loyalty was to their own colony and to Britain, with no real concept of a united America that could challenge British authority
- the British controlled customs services and post offices. English common law was used as was the English language, suggesting continued authority over the colonies from Britain.

Students may argue for or against the validity of the statement. Students may argue that the French Indian War removed the threat of France and emboldened the colonists in their belief in their own military strength, weakening British authority. Alternatively, students may argue that British systems and military continued to dominate the colonies that did not as yet have a sense of unity, meaning that British authority was maintained.

- 03** How significant was Thomas Jefferson in the development of the ideology of revolution, in the years 1774 to 1776? **[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 Thomas Jefferson was significant in the development of the ideology of revolution, in the years 1774 to 1776 might include:

- an extraordinarily gifted man; offered the intellectual energy to driving forward revolutionary ideas
- Jefferson was a lawyer and slave owner from Virginia and was responsible for the phrase ‘all men are created equal’ in the preamble of the Constitution
- the 1774 ‘A Summary View of the Rights of British America’ proved to be a key guiding text towards the Declaration of Independence. In the same year, Jefferson boycotted all British goods in protest to the Intolerable Acts
- ‘Declaration of the Causes and Necessities of Taking up Arms’ was drafted by Jefferson and others (July 1775) it proved a key step towards revolution
- Jefferson did most of the work on the Declaration of Independence.

Arguments/factors challenging the view that Thomas Jefferson was significant in the development of the ideology of revolution, in the years 1774 to 1776 might include:

- Samuel Adams initiated the ideas of revolution through the Sons of Liberty and Continental Congress of September 1774
- Thomas Paine was key in the development of revolution with his ‘Common Sense’ published Jan 1776
- on 7 June 1776, Richard Henry Lee introduced the resolution of the Virginia provincial convention, playing a key role in the ideology of revolution
- Jefferson drew on the ideas of others – Virginia’s Declaration of Rights, John Locke and other Enlightenment writers
- Congress edited/ ‘mangled’ Jefferson’s Declaration of Independence suggesting that he didn’t provide the key driving force in the ideology of revolution.

Students may argue for or against the validity of the statement. Students may see Jefferson as the main architect of revolutionary ideology, sighting his intellectual gifts, personality and key works that he wrote including ‘A Summary View of the Rights of British America’, ‘Declaration of the Causes and Necessities of Taking up Arms’ and the Declaration of Independence. Students equally could point to others being the key driving force, such as Samuel Adams or Thomas Paine. Students could also refer to the ‘mangling’ of the Declaration of Independence to suggest Jefferson’s ideas were not always maintained.

04 To what extent were the problems of the early republic solved in the years 1783 to 1789?

[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 problems of the early republic were solved in the years 1783 to 1789 might include:

- the Federal system successfully balanced power of state and Federal government
- the issue of slavery was handled in such a way that it did not prevent the creation of a united republic at this time with the 3/5th compromise
- Separation of Powers ensured that there were checks and balances that would avoid 'tyranny' in the concentration of power in the hands of any individual or institution
- the interests of large and small states were reconciled
- political authority was successfully placed in the hands of the people.

Arguments/factors challenging the view that the problems of the early republic were solved in the years 1783 to 1789 might include:

- there were on-going disagreements amongst leading politicians over the powers that Federal government should hold, with the formation of rival parties on the basis of this issue
- there was much that was left unclear by the Constitution, leaving room for ongoing debates and divisions
- the Electoral College created a barrier between the people and the President
- there were still issues to be overcome and clarified following the Constitution, as illustrated by the addition of the Bill of Rights.

Students may argue for or against the validity of the statement. Students may argue that the compromises and wording of the Constitution ensured that there was a united republic with issues resolved to give enough for big states and small states, slave states and free states as well as those who favoured strong federal government and those who wanted stronger state government. On the other hand, students may conclude that many controversial issues were left unanswered, leading to the divisions between sections and parties.