



## **General Certificate of Education**

# **AS History 1041**

## **Unit 2: HIS2F**

### **Challenging British Dominance: The loss of the American Colonies, 1754–1783**

# **Mark Scheme**

*2009 examination - June series*

**This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010**

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## **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 candidates. 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 candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates 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. Candidates 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 candidates 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 candidate 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)**

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##### **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 candidates 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 candidates' 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*. Candidates should never be doubly penalised. If a candidate 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 candidate 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

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**Specimen Mark Scheme for examinations in June 2010 onwards**

**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 seriousness of the American colonists' response to British rule by 1774. (12 marks)

*Target: AO2(a)*

**Levels Mark Scheme**

	Nothing written worthy of credit.	<b>0</b>
<b>L1:</b>	Answers will <b>either</b> briefly paraphrase/describe the content of the two sources <b>or</b> identify simple comparison(s) between the sources. Skills of written communication will be weak.	<b>1-2</b>
<b>L2:</b>	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.	<b>3-6</b>
<b>L3:</b>	Responses will compare the views expressed in the two sources, identifying differences <b>and</b> similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	<b>7-9</b>
<b>L4</b>	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.	<b>10-12</b>

**Indicative content**

In Source A, George III echoes the views of General Gage, with whom he is clearly in agreement. The attitude of both men towards the American crisis was:

- a firm, resolute approach would reduce the colonists to a meek response; on the other hand, a meek British approach (like lambs) would encourage the colonists to be aggressive (like lions)
- the existing 4 British regiments based in Boston should be sufficient to deal with the crisis
- Boston should be forced into submission
- concessions should be avoided since previous concessions (notably the repeal of the Stamp Act) had encouraged the rise of independent sentiments and a lack of obedience to the mother country.

Source B clearly feels that a more conciliatory approach would have been more appropriate, but recognises that the British government believed in the use of 'strong action'.

Clear points of differences are:

- the older colonies were 'mature political communities', well on the way to a new relationship with the mother country, and it would be inappropriate to fail to take notice of this
- the British government felt it was handling a minor dispute rather than dealing with a long-established process
- they underestimated American resentment of the taxation issue
- they failed to foresee the extent of support from other colonies, and believed that a firm approach would have a 'positive effect' throughout the whole American colonies.

### Question 1

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

How far, in the years 1763 to 1776, were British politicians responsible for the outbreak of hostilities between Britain and the North American colonies? (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**

Source A shows the blunt, uncompromising and unenlightened attitude of George III and General Gage (Governor of Massachusetts from 1774, as well as commander-in-chief of the armed forces in North America). Source B continues in the same vein, illustrating the limited vision of British governments at this time:

- crisis seen to be no more than a 'minor dispute'
- underestimated the extent of American resentment at the parliamentary imposition of taxation
- failed to foresee support for Boston from the other provinces.

Source C makes the following contribution:

- lists decisive dates at which the British government gave way to the colonies, with only minor justification
- British government was psychologically and geographically remote from American colonies
- chaotic administration in London, over 30 different offices dealing with colonial affairs
- colonial veterans (e.g. Thomas Pownall) were never consulted.

From own knowledge, candidates may well expand on the way in which the British government meekly gave way in the years quoted by Source C:

- 1765 – effectively abandoning the Sugar Act, and failing to deal adequately with Stamp Act riots and the Stamp Act Congress in New York
- 1766 – replacing Stamp Act with Declaratory Act
- 1770 – all Townshend Duties repealed except tea
- 1773 – failure to prevent Boston Tea Party
- 1775 – various conciliation proposals prior to opening of hostilities at Lexington.

Candidates may also refer to:

- British over-reaction (e.g. Boston Massacre 1770, 'Intolerable Acts' 1774)
- indirect impact of other British legislation (e.g. Quebec Act 1774)
- colonial tradition of independence/intransigence/excessive response to British legislation.

**Question 2****03** Explain why war broke out in North America by 1756.*(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**

Due to bitterness over the Treaty of Aix-la-Chapelle, French policy in North America was increasingly aggressive:

- they aimed to create a chain of fortresses from Louisburg to New Orleans, thus cutting off the westward expansion of the American colonies and interfering with Virginia's expansionist ambitions in the Ohio Valley
- they worked with the French-speaking Acadians in Nova Scotia to weaken British control of this newly acquired territory.

This French aggression, and the British and colonial response to it, resulted in:

**1754:**

- French capture of a half-completed Virginian fort on the banks of the Ohio, renamed Fort Duquesne (April)
- Washington's Virginia militia, later supported by some regular troops, attempted to retake Fort Duquesne, winning an initial victory at Great Meadows (May), but ultimately losing at Fort Necessity (July)
- Britain was now concerned about developments in North America, and sent increased regular troops under General Braddock (November).



**1775: Four British/colonial campaigns with varying success:**

- Monckton captured Fort Beausejour in Nova Scotia (June)
- Braddock defeated and killed in unsuccessful attack on Fort Duquesne (July)
- Johnson had a minor victory at Lake George (September)
- Shirley abandoned the attempt to advance on Fort Niagara (September).

The British navy under Boscawen also failed (due to bad weather) to disrupt a French troop convoy, but did succeed in seizing various French merchant ships. All this formed a background to European developments notably the Diplomatic Revolution, which was the immediate reason for the British declaration of war in May 1756.

**Question 2**

**04** 'British naval supremacy was the main reason for Britain's victory over France in North America in the years 1754 to 1763.'

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**

Control of the seas was a vital factor in explaining British victory in the North American conflict. Candidates may well outline the nature of this naval supremacy. Britain had a clear numerical superiority over France, which became more pronounced as the war progressed:

- the size of the British mercantile marine meant she had the largest pool of trained seamen to call upon
- morale was generally sound and officer quality, to some extent based on merit, was higher than with rival navies
- the Admiralty under Anson was, at least to 1762, the most effective naval command of the eighteenth century.

Main early events at sea saw the initiative lie with France:

- the first direct naval involvement saw Boscawen attempting unsuccessfully to intercept a French troop convoy in 1755, but seizing enough merchant ships over the following months to serve as a reason for war with Louis XV
- after the official outbreak of hostilities, France gained the initiative at sea, capturing Minorca (1756)
- France got enough troops through the partial naval blockade of French ports to enable Montcalm to capture Fort Oswego (August 1756).

During his first spell as Secretary of State (November 1756–April 1757), Pitt pressed for increased naval priority, though there was little immediate impact from this. After his return to power in coalition with Newcastle (July 1757), Pitt was in a stronger position to boost the navy, ensuring an additional 200 ships by 1760. There was decisive action by the navy, alone or as essential support for military initiatives, between 1758 and 1760, with Pitt playing a key role in the planning:

- Louisburg recaptured (1758)
- Guadeloupe captured (1759)
- Quebec fell to Wolfe (1759)
- the French fleet was defeated by Hawke at Quiberon Bay (1759)
- Montreal captured (1760)
- later successes included the capture of Martinique, Grenada and St Lucia (1762).

**Question 3**

**05** Explain why France entered the War of American Independence in 1778. (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**

Candidates should refer to some (or all) of the following:

- French desire for revenge for defeat by Britain in the French and Indian Wars (1763) and the subsequent loss of her Canadian territories
- desire for a revival of French prestige
- the American colonies had regarded France as the most likely potential ally even before the outbreak of war. They energetically courted French support, and the French Foreign Minister Vergennes persuaded Louis XVI, against the wishes of Finance Minister Turgot, to give clandestine financial support
- the European scene was advantageous from the French viewpoint – Britain had no obvious allies in Europe since France was not threatening Germany or the United Provinces at this time
- Saratoga. The American victory here persuaded the French that Britain could be defeated reasonably easily, even if Spain was not yet ready to support France
- did France have ambitions to revive her colonial status in North America? Unlikely to have been a major factor, since in the treaty with the American colonies she agreed to abandon any claims to land west of the Mississippi. However, she may have had vague aspirations to re-establish a foothold in Canada, and certainly wanted to safeguard her possessions in the West Indies.

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**Question 3**

**06** 'British defeat in the War of American Independence was the result of military incompetence.'

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**
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- 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**

British military incompetence might include the following:

- direction of operations from Britain by Prime Minister Lord North (who completely underestimated the size and nature of the problem) and Minister for War, Lord Germain (whose communications with serving officers were weak and uncertain)
- role of serving officers such as Burgoyne, Howe and Clinton. Lack of coordination between Burgoyne and Howe led to the capture of Burgoyne's army at Saratoga. Howe was capable of impressive victories (e.g. capture of Philadelphia) but rarely followed these up effectively

- British soldiers were more used to fighting in the more open environment of Europe. Loyalist militias proved unreliable
- the navy had difficulty spreading resources effectively when France and Spain entered the conflict, and Cornwallis mishandled the campaign leading to Yorktown.

Candidates could also refer to a variety of wider factors contributing to British defeat:

- the impact of geography and terrain
- the entry of France and Spain into the war in 1778 and 1779 respectively, thus giving the war a broader dimension whilst directly assisting American forces in North America
- the formation of the League of Armed Neutrality by Russia
- the role of American militias under the impressive leadership of Washington
- the passionate desire for independence on the part of the colonists.