



A-level HISTORY

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

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

GCE A-level History Paper 2 Specimen Mark Scheme**2G The Birth of the USA, 1760–1801****Section A**

- | | | | |
|----------|----------|--|-------------------|
| 0 | 1 | With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the attitudes of American colonists towards British rule in the years 1774 to 1775. | [30 marks] |
|----------|----------|--|-------------------|

Target: AO2

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

Generic Mark Scheme

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|------------|---|--------------|
| 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.

In responding to this question, students may choose to respond to each source in turn, or to adopt a more comparative approach. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

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

Provenance

- former loyalist, now opponent
- it is an open letter to a newspaper, written to persuade.

Content and argument

- it reflects the profound hostility to the Five Acts
- demonstrates how hostility to the Five Acts is linked to other grievances.

Students should deploy contextual knowledge to critically examine these points.

Tone and emphasis

- style is dramatic
- notes use of heavy emphasis
- the use of lists gives emphasis.

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

Provenance

- this is a speech from a person in a position of government authority (who happens to be the son of Benjamin Franklin)
- it is a formal speech to a representative assembly.

Content and argument

- clear expressions of the respect for law and order
- there is a fear of the horrors of anarchy and civil war that may follow from disobedience.

Students should deploy contextual knowledge to critically examine these points.

Tone and emphasis

- it appears balanced but is trying to be persuasive.

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

Provenience

- the testimony is of Quakers, a distinctive, pacifist religious group.

Content and argument

- the source demonstrates a deep sense of loyalty to ‘unlawful resistance to our British colonial government’, reflecting the gratitude of Quakers for the safety of religious conscience they secured when first coming to Pennsylvania (with help from the British authorities) in the 18th century
- the views are influenced by religious belief and reinforces a concern to preserve liberty of conscience.

Contextual knowledge should be deployed to critically assess these points. For example, students may deploy knowledge of public opinion in 1774–1775 to evaluate how the views of the Quakers fitted with other religious groups.

Tone and emphasis

- it has a religious overtone, ‘led by God’s law’, seeking to persuasive argument
- a respectful tone in relation to British rule.

Section B

- | | | |
|----------|----------|--|
| 0 | 2 | 'The decisive victory over France in the Seven Years War made it much harder for Britain to govern the Thirteen Colonies in the years after 1763.' |
|----------|----------|--|

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

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|------------|---|--------------|
| 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 leading to agreement with the proposition:

- the presence of the French in Canada and the threat they posed to the security of the Thirteen Colonies was the reason why the colonists felt the need for continuing British rule. Take that away and all that was left was a series of conflicts of interest
- the Proclamation of 1763 blocking westward expansion was a classic, immediate example of this conflict
- victory in the French and Indian War led to disagreements about the rights and protection of the Indian nations
- the huge costs of the war led to British attempts to recoup money by new taxes.

Other factors that could be seen as more significant could be cited to balance the argument:

- victory, of itself, was a triumph that ought to have strengthened Britain's position
- the inevitable disputes about opening the West need careful handling but that was no reason to weaken British right to rule
- most colonists in 1763 were loyalists. They would have remained loyalists if well governed.

Good answers are likely to/may conclude that victory in 1763 did indeed bring a lot of problems for British rule afterwards – but then reach a nuanced judgement of how far these problems necessarily made governing the colonies that much harder.

0 3 'French sea power was the decisive factor in the outcome of the American War of Independence.'

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

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| 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 |
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Indicative content

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Students should address how and why the War of American Independence turned out as it did. In 1777 the revolutionary cause was in crisis; by 1781 military victory was assured – what factor, or combination of factors explains this?

The importance of French sea power in deciding the war:

- the maritime link across the Atlantic was all-important – all other military calculations for British forces were predicated on this. (The victory over France in the Seven Years War was secured by defeating the French navy at Quiberon Bay in 1759)
- the revolutionary armies were on the point of disintegration in 1777; the French intervention in 1778 rescued the situation
- the key battle of Yorktown in 1781 was decided by French warships blocking the York river (and by French forces under Rochambeau fighting alongside the Americans – forces who would never have been there without French sea power to transport them and protect them).

The importance of other factors in the outcome of the war:

- French diplomatic support and military alliance was more important than just sea power
- the real turning point of the war had already happened before French intervention – at Saratoga in 1777
- superior American generalship, especially Washington and the Continental Army
- the political leadership of the revolutionary cause and its success in generating national unity behind the cause
- the real cause was British mismanagement of a war they had the power to win easily.

0 4 How united was the United States of America by 1801? **[25 marks]**

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

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- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

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Aspects of national unity:

- George Washington's legacy was universally accepted in terms of the prestige of the presidency and the overall direction of travel for the new nation
- the control of the presidency was in the hands of a united group, the Founding Fathers. Their view of the future was remarkably consistent
- the formation of the new republic was underpinned by real unity on the principles of democracy
- there was a unifying sense of national pride in the achievement of independence
- there was a unifying desire to remain free of foreign entanglements.

Against this, students should assess aspects of disunity such as:

- the gap between North and South – the embryo causes of the future Civil War
- the widespread objections to the power of the East Coast elites, disregarding the frontier west
- continuing disagreements between centralisers and those who supported local independence. The debates over the constitution had not really been resolved.

Strong answers may show differentiated assessments of the degree of unity, according to different sections of society, and different aspects of government, local and federal.

