



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 – January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

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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)

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

January 2009

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

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

Question 1

(a) 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 reasons why the British government attempted to increase revenue from the American colonies. (12 marks)

Target: AO2(a)

- 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. **0-2**
- 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

Source A indicates the following arguments for attempting to increase revenue:

- Existing customs duties produced only small amounts of revenue.
- Customs revenue had not increased proportionately to the increase in colonial commerce.
- Existing customs revenue was insufficient to pay even a quarter of the costs of collection.
- The existing system was subject to neglect and fraud, resulting not only in a loss of government revenue but also in failure to confine colonial trade to the mother country.
- The military establishment necessary for colonial defence required more money to maintain it.
- The vast increase in territory/population made efficient regulation of commerce more necessary.

Source B, attempting to assess the mind of British politicians that time, advances the following arguments not found in Source A:

- The American colonies were a major factor in the ongoing rivalry with France.
- The presence of a large French Canadian population in the St Lawrence valley required a military occupation.
- The problem of controlling the Native Indians, was demonstrated by Pontiacs conspiracy in the Ohio valley.

There are, however, some similarities: both sources refer to the increased need for a military presence in North America.

- (b) Use **Sources A, B and C** and your own knowledge.

How far was the deterioration of relations between Britain and her American colonies in the 1760s due to the impact of the Seven Years War?

(24 marks)

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

- 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. **0-6**
- 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

From the sources, candidates might reach the following conclusions:

Source A, a statement of intent by the British government at the end of the Seven Years War and issued as a direct consequence of that war, threatened to increase colonial taxation, suggested the existence of fraud within the colonies, and proposed increased commercial and administrative regulation. All of this would be highly unpopular with the colonies.

Source B emphasises the impact of the Seven Years War on the on the thinking of British politicians and, by implication, the wider British public. Contempt for the colonists was developing. Also, as with Source A, there is reference to the threat of increased military discipline.

Source C states that the British government became more interested in imperial expansion as a result of the Seven Years War. A clear difference of perception was now apparent: colonists felt that victory had been as a result of joint effort, but the British felt that their role had been much more significant, with the colonists militarily weak and politically divided.

From their own knowledge, candidates may develop and/or expand on any of the above points, or raise some or all of the following reasons, other than the Seven Years War, for deteriorating relations:

- Specific legislation by various British governments between 1763 and 1770, legislation which usually demonstrated insensitivity to the colonial situation. Such legislation might include the Sugar Act (1764), the Stamp Act (1765), the Declaratory Act (1766), the Townsend Duties (1767) and the retention of the duty on tea (1769). Also the occupation of Boston by regular troops (1768) and the 'Boston Massacre' (1770).
- The colonial response to the above legislation, including the rejection of the Stamp Act by all 13 colonial legislatures, followed by riots, the Stamp Act congress in New York, and the Boycott of British goods (1765) and Boston's organisation of resistance to the Townshend duties (1767).

Question 2

- (a) Explain why hostilities between Britain and France in North America broke out in 1754.
(12 marks)

Target: AO1(a), AO1(b)

- 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. **0-2**
- 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

French bitterness over the Treaty of Aix-la-Chapelle combined with pressure from French merchants resulted in the following developments in North America:

- Creating 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.
- Working with the French Speaking Acadians (native Indians) in Nova Scotia to weaken British control of his newly acquired territory.
- Britain, concerned at these developments for commercial and strategic reasons and aware of the expansionist ambitions of the North American colonies, was determined to respond.

The following events then occurred in 1754:

- The 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).

- (b) 'Wolfe's victory at Quebec in 1759 was the most important reason for Britain's success in the French and Indian Wars in the years 1754 to 1763.'
Explain why you agree or disagree with this view. (24 marks)

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

- 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. **0-6**
- 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

1759 saw a number of major British victories directly affecting the North American situation:

- Fort Niagara Captured (July)
- Wolfe's Victory at Quebec (Sept)
- Hawke's victory over the Brest Fleet at Quiberon Bay (November).

Of these, Wolfe's victory at Quebec was arguably the most important because of the importance of Quebec as a stronghold, and the considerable boost to British morale caused by the heroic actions of Wolfe and his soldiers.

However, it could be argued:

- Earlier successes paved the way for 1759, notably Amherst's capture of Louisburg (July 1758), and the capture of Forts Oswego and Duquesne by Bradstreet and Forbes respectively (August 1758)

- The real key to success was the dynamism and clear strategy brought to the British war effort by the advent of Pitt to government as part of the Pitt/Newcastle coalition (1757).
- Later successes were important, notably the capture of Montreal (September 1760), plus various Indian/continental/West Indian victories. It may well be observed that Quebec was the crucial factor for the North America conflict, but not necessarily for the wider conflict.

Question 3

- (a) Explain why the 'Intolerable Acts' of early 1774 provoked violent reaction in the American colonies. (12 marks)

Target: AO1(a), AO1(b)

- 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. **0-2**
- 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

Lord North's government passed four 'intolerable' Acts early in 1774, as a direct response to the Boston Tea Party:

- The Boston Port Act closed Boston harbour and moved the customs house to Salem
- The Massachusetts Bay Regulating Act revoked Massachusetts Chapter, strengthened the colonial governors control over judicial appointments, and allowed the governor, rather than the lower house, to appoint members of the upper chamber of the Assembly
- The Administration of Justice Act allowed trials of Massachusetts citizens accused of law and order offences to take place outside the colony
- The Quartering Act allowed the governor and magistrates to billet troops wherever necessary.

This legislation, though severe and unpopular, was linked to some concessions: the unpopular governor of Massachusetts was replaced by General Gage, an experienced and relatively popular figure, and the government emphasised that the increased troops sent to Massachusetts were there to assist the civil authorities. These concessions, however, did little to pacify the colonists.

The Intolerable Acts caused violent reaction because:

- They posed a serious threat to the economy and commerce of Boston in particular Massachusetts and other American colonies indirectly.
- They attacked the developing political independence of Massachusetts.

- They threatened the freedom and independence of the citizens of Massachusetts.
- The citizens of Massachusetts felt the British Government had over reacted to the Boston Tea Party (1773), and was punishing all for the actions of a minority.

- (b) 'Foreign intervention in 1778 and beyond was the key factor in Britain's loss of the American colonies.'

Explain why you agree or disagree with this view.

(24 marks)

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

- 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. **0-6**
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Indicative content

Foreign involvement began in June 1778, with France undoubtedly influenced by British defeat at Saratoga in late 1777.

- The French navy played a major role in defeating Cornwallis at Yorktown in 1781.
- France also sent troops to advise and support colonial militias.
- Spain entered the war in 1779, and gave some support to the French at Yorktown.
- The real value of foreign support for the American colonists were the fact that Britain was now fighting on a much wider front. She needed to deploy soldiers to both the West Indies and the Mediterranean to guard against threats to her interests/possessions from countries anxious for revenge for defeats earlier in the century. The navy had to spread itself more widely, defending India and even Britain itself from possible attack.

However, there were other reasons for British defeat which candidates should refer to:

- British military weaknesses. British troops, used to fighting on the European continent, were inexperienced in dealing with local opposition and obstruction; their commanders made serious mistakes both during campaigns and on the field of battle, with lack of communication (e.g. between Howe and Burgoyne) perhaps the most serious weakness.
- British politicians, often unaware of the seriousness of the situation in the colonies and the difficulties of trans-Atlantic communication, were determined to retain firm control of the direction of the war from Britain, causing serious logistical problems. Instructions from Lords North and Germaine often took months to reach North America.
- Candidates may also comment on geographical factors, which the British army was never able to master: these include the nature of the terrain/weather (important in determining the outcome of both of the whole campaigns and of specific battles, such as Saratoga), and the long lines of communication and supply which seriously hampered the British war effort.
- The contribution made by colonial military leaders (notably Washington), and the skilful way in which these leaders exploited environmental factors and the inexperience of British troops in dealing with these factors. Also, colonial militias fought with genuine commitment and a desire to achieve freedom.
- Loyalists proved to be less numerous or less willing to stand up and be counted than British commanders/politicians had assumed.