



General Certificate of Education

AS History 1041

Unit 2: HIS2F

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

Mark Scheme

2010 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 2010

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 impact of foreign intervention in the War of American Independence. (12 marks)

Target: AO2(a)

Levels Mark Scheme

- | | | |
|------------|--|--------------|
| | Nothing written worthy of credit. | 0 |
| L1: | Answers will either briefly paraphrase/describe the content of the two sources or identify simple comparison(s) between the sources. Skills of written communication will be weak. | 1-2 |
| L2: | Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed. | 3-6 |
| L3: | Responses will compare the views expressed in the two sources, identifying differences and similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed. | 7-9 |
| L4 | Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication. | 10-12 |

Indicative content

Note: This content is not prescriptive and candidates 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.

Candidates will need to identify differences between the views of the two sources, for example:

- Source A suggests that foreign intervention mainly focuses on the impact of foreign intervention on Britain, suggesting that foreign intervention made little immediate difference to the prospects of the American colonists. Source A, on the other hand, suggests that foreign intervention totally transformed British policy within the war
- whilst Source B suggests that Britain now pinned its hopes on a campaign in the southern colonies, relying to some extent on the strength of the loyalists there, Source A

mentions that British forces were increasingly redirected from North America to the West Indies.

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

- Source A mentions naval considerations were pushed to the forefront, whereas Source B simply mentions that Britain went on the defensive
- Source A states that there was a shift of geographical focus to encompass the West Indies, whilst Source B does not mention the navy, instead referring to Savannah (suggesting that this mainly involved the military)
- Source A stated that the security of Britain itself was now at stake, but Source B reflected no such concerns
- Source A stated British financial interests in the West Indian colonies were at stake, whilst Source B commented on finance only in the context that the American effort would be unlikely to last long enough to benefit from French financial or military assistance as long as Britain's role remained unchanged
- Source A stated that British troops stopped going to North America, but no reference to this was made in Source B.

To address 'how far' they should also indicate some similarity between the sources, for example:

- both sources suggest Britain was adversely impacted by foreign intervention
- both sources suggest Britain recognised the need to concentrate her efforts in the West Indies.

In making a judgement about the degree of difference, candidates may conclude that Source A was relatively pessimistic in its view of the impact of foreign intervention, whilst Source B suggested that there was little grounds for concern had Britain maintained a firm, decisive approach.

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

How far was British defeat in the War of American Independence due to the limitations of British leadership? (24 marks)

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

Levels Mark Scheme

Nothing written worthy of credit.

0

- L1:** Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates 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.

Candidates should be able to make a judgement by balancing points which suggest British defeat in the War of American Independence was due to the limitations of British leadership

against others which do not. All three sources provide references to the reasons for British defeat, and candidates should use the sources in their answer.

Relevant material from the sources would include:

- Source A stresses the impact of foreign intervention. This is accompanied by extensive reference to the British response to this, but there is no suggestion that this was in any way inappropriate, or reflective of poor leadership
- Source B blames Britain (and, by implication, both political and military leaders) for switching to a defensive policy when she could have struck a decisive blow against the colonists. Foreign intervention initially had a very limited effect
- Source C makes a range of adverse comments about British military and political leadership.

From their own knowledge, candidates may well develop some of the above factors, or refer to other factors contributing to the American success.

Factors suggesting the limitations of British leadership, developing the points made in Source C, would include:

- North failed to impose himself on ministers or commanders
- no decisive strategy was devised
- there was a lack of coordination between military commanders, notably in the approach to Saratoga
- British commanders failed to draw Washington into open battle
- foreign intervention would have been immaterial had Britain acted quicker.

Factors suggesting that other issues were more responsible for British defeat would include:

- the abilities of American commanders, notably Washington
- the passion and determination of colonial forces
- the nature of the American terrain, contrasted with the more familiar European battlefields
- the impact of the North American weather
- the distance between London and the American colonies, and the effect this had on communications, supply links, etc.

Good answers are likely to (or may) conclude that there was a wide range of factors contributing to British defeat in 1783: limitations of British leadership would certainly figure highly, but interpretations may vary about the most important factor.

Question 2

- (a) Explain why the Indian tribes were unreliable allies for Britain in the French and Indian Wars. (12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

Nothing written worthy of credit. **0**

- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why the Indian tribes proved to be unreliable allies for Britain in the French and Indian Wars.

Candidates might include some of the following factors:

- the Indian tribes would readily switch sides depending on immediate circumstances
- many Indians would disappear from a campaign if they felt their side was losing, or if there was a chance of plunder in another part of the frontier
- when faced with continental-style fighting in the open, Indians tended to break very easily
- Indians tended to lack the stamina to carry out sieges (as demonstrated during attacks on British fortresses in the Indian Uprising of 1763–64)
- the Indians regarded the British (rather than the French) as a long-term threat to their interests because they wanted land (whereas the French were mainly trappers).

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might refer to the inherent self-interest of the Indian tribes, and their intent of swinging between British and French support, in order to gain maximum advantage.

- (b) 'The Treaty of Paris of 1763 solved all the problems of British North America.'
Explain why you agree or disagree with this view. (24 marks)

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

Levels Mark Scheme

Nothing written worthy of credit. **0**

- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates 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.

Candidates should be able to make a judgement by balancing points which agree with the view that the treaty of Paris solved all the problems of British North America against others which do not.

Points/factors/evidence which agree might include:

- removal of main French presence from Canada, thus removing direct threat to the American colonies

- removal of Spanish presence from North American mainland (Florida and renunciation of claims to fishing rights in Newfoundland)
- greater control over West Indies (due to acquisition of St Vincent, Dominica, Tobago, Grenada and the Grenadines)
- economic advantages, notably with timber in Canada and sugar in the West Indies.

Points/factors/evidence which disagree might include:

- France retained the islands of St Pierre and Miquelon in the Gulf of St Lawrence, and fishing rights in Newfoundland. This remaining French influence could have provided the focus for a revival of French influence at some point in the future
- various West Indian islands (Guadeloupe, Martinique and St Lucia) were returned to France
- Britain inherited a substantial French Canadian population, with the need to patrol this region and make various concessions to cultivate support
- these concessions, plus the need for a continued military presence in North America, caused jealousy and resentment amongst the American colonists. the colonists now became concerned about the prospect of 'taxation without representation'
- relations between Britain and her colonies had previously been reasonably harmonious, mainly because of the common enemy France, but the colonies had experienced a degree of autonomy from Britain which they would subsequently find difficult to surrender
- a large-scale Indian uprising (Pontiac's rebellion) broke out shortly after the Treaty, with native Americans concerned about the spread of British settlers into Canada and west of the Appalachians. This added to the financial pressures which Britain then passed on to the colonies, and also persuaded Britain to limit colonial expansion westwards to avoid further antagonising the natives.

Good answers are likely to (or may) conclude that Britain's apparent initial triumphs from the Treaty of Paris were soon demonstrated to be illusory, and ultimately paved the way for the loss of America.

Question 3

- (a) Explain why American colonists objected to the Stamp Act of 1765. (12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

Nothing written worthy of credit.

0

- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why the American colonists objected to the Stamp Act.

Candidates might include some of the following factors:

- between 1760 and 1764, there had been an economic slump in the colonies, blamed on a drop in British demand due to the curtailment of wartime spending
- it was the last in a sequence of unpopular taxation measures, including the Sugar Act of 1764
- it involved a new style of taxation, on goods produced and sold internally rather than customs duties
- Parliament had passed the Stamp Act without even considering any of the colonial Petitions against it and the Sugar Act
- it symbolised 'taxation without representation'
- it indicated a more determined approach towards the issue of colonial taxation than the British government had previously demonstrated

- it suggested that the rights of liberty and property enjoyed by the British public did not apply in the colonies
- it threatened the autonomy of colonial legislatures to control internal issues.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might refer to the Stamp Act Congress of October 1765, which met in New York, attended by delegates from 9 colonies, at which a boycott of all British trade was organised and arguments were raised about the possibility of an armed rebellion.

- (b) 'The policies of Lord North's government were entirely responsible for the outbreak of the War of American Independence.'
Explain why you agree or disagree with this view. (24 marks)

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

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates 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.

Candidates should be able to make a judgement by balancing points which agree with the view that the policies of Lord North's government were entirely responsible for the outbreak of the War of American Independence against others which do not.

Points/factors/evidence which agree that Britain was responsible might include:

- the Cabinet had become dominated by imperialists who distrusted the effects of conciliatory policies
- the government retained the duty on tea and failed to discipline British troops after the 'Boston Massacre' (early 1770)
- the government rushed through legislation granting the East India Co. a monopoly of tea sales in America, without consideration of possible adverse consequences for the colonies (May 1773)
- the government decided to deal with the Boston Tea Party through the 'Intolerable Acts' (early 1774) rather than the use of existing penal legislation
- Quebec Act (1774) alarmed American colonists by extending Quebec's borders southwards
- Chatham's attempts at reconciliation rejected (early 1775). New England Trade and Fisheries Act banned American access to all foreign trade
- rejection of the 'Olive Branch' petition, September 1775.

Points/factors/evidence which disagree that Britain was fully responsible might include:

- 'Gaspee' incident: revenue ship attacked and burned by mob after running aground, 1772
- Boston Tea Party, 1773
- meeting of First Continental Congress at Philadelphia, April 1774
- Second Continental Congress and proclamation of rebellion.

Good answers may conclude that the British position was somewhat intransigent; the colonists at times showed similar intransigence, but made occasional attempts at conciliation, such as the 'Olive Branch' petition of 1775.