



**General Certificate of Education
June 2010**

AS History 1041

HIS2F

Unit 2F

Challenging British Dominance:

The Loss of the American Colonies, 1754–1783

Final

Mark Scheme

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

June 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

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 British policy in North America before the War of American Independence. (12 marks)

Target: AO2(a)

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 B suggests that firm action was no longer an appropriate course of action for Britain; Source A, on the other hand, suggests that it was the only sensible way to proceed
- Source B states that Britain had bred opposition by encouraging discussion, but Source A makes no reference to this
- Source A states that a conciliation policy ignored the main significance of the American Rebellion for Britain – if America would not obey on taxation, this disobedience might also be applied, much more significantly, to trading regulations; Source B makes no reference to this

- Source A states that Britain needed to establish firm control over the colonies before dealing with her European rivals; Source B again makes no reference to this.

Candidates will need to apply their own knowledge of context to explain these differences.

They might for example refer to:

- the relative self-government enjoyed by the colonists in previous times
- the increased tension as Britain had attempted to increase pressure, especially with taxation, on the colonists from 1763 onwards
- the bitterness of France and Spain towards Britain as a result of earlier military/diplomatic defeats.

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

Both sources suggest:

- Britain had been very foolish in allowing an initial policy of debate: firmness would have been the best policy from the outset
- conciliation had encouraged the American colonists to aggressively defend their perceived rights
- conciliation, though not the best policy, did have some merits: it had left the British free to concentrate on the French threat (according to Source A), and encouraged discussion (Source B).

In making a judgement about the degree of difference, candidates may conclude that both agree on the nature of the policy initially followed (conciliation) but disagree about the policy Britain should now take to deal with the resulting violence.

Question 1**02** Use **Sources A, B and C** and your own knowledge.

How far was the outbreak of the War of American Independence due to the lack of willingness of the American colonies to compromise in the years 1770 and 1775?

*(24 marks)**Target: AO1(b), AO2(a), AO2(b)*

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 the outbreak of war was due to the lack of willingness on the part of the American colonies to compromise, against others which do not. All three sources provide references to the attitude of both Britain and the American colonies, and candidates should use the sources as evidence in their answer.

Relevant material from the sources would include:

- Source A states that compromise might have left Britain free to face the French threat, but Britain regarded defence of her trading rights as more important, and therefore was unwilling to compromise
- Source B views the situation from the American viewpoint: a tradition of independence had developed, and the colonists wanted to throw off British control
- Source C makes a number of points concerning both sides:
 - by early 1775, both sides were taking entrenched positions, thus indicating the inevitability of conflict
 - the colonists felt that giving way to British aggression would be to surrender their status as free men
 - Britain felt the failure to assert herself would lead to the dissolution of empire and a reduction in status to that of a minor power.

From their own knowledge:

Factors suggesting that the outbreak of war was due to the unwillingness of the colonies to compromise might include:

- failure to respond positively to the abolition of all duties except on tea (1770)
- the Gaspee incident (1772)
- the 'Boston Tea Party' (1773)
- meeting of second Continental Congress in Philadelphia (1775).

Factors suggesting that the outbreak of war was due to British policy might include:

- the Boston Massacre (1770)
- the granting of a tea monopoly to the East India Co. (1773)
- the 'Intolerable' Acts (1774)
- the Quebec Act (1774), extending the Canadian frontier southwards
- defeat of conciliation motions by both Chatham and Burke (1775)
- New England Trade and Fisheries Act (1775), ending American access to foreign Trade
- rejection of 'Olive Branch' petition (1775).

Good answers are likely to conclude that, whilst a spirit of independence had developed throughout the colonies, the real problem was a refusal on the part of Britain to act reasonably towards the colonists.

Question 2

- 03** Explain why conflict between Britain and France occurred in the Ohio Valley in 1754. (12 marks)

Target: AO1(a), AO1(b)

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 conflict between Britain and France broke out in the Ohio Valley in 1754.

Candidates might include some of the following long-term factors:

- the Ohio Valley was a rich and fertile area, attractive to both British and French settlers
- it had considerable strategic value, close to both Canada and the American colonies
- the area was considered to be uncharted, so fair game for all.

And some of the following short-term (or immediate) factors:

- Britain began the building of Pittsburg in 1754, and Governor Dinwiddie of Virginia sent Washington into the area to protect the construction
- France, suspicious of British aims, sent militias and regular troops into the area to eject British settlers
- the French seized Pittsburg, and renamed it Fort Duquesne
- skirmishes between the British and French took place at Gt Meadows (May) and Ft Necessity (July).

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might point out the widespread range of interest demonstrated in this area, with Virginians feeling the need to be involved (for both economic and military reasons).

Question 2

- 04** 'The triumph at Quebec in 1759 was the most important reason for British victory in the French and Indian Wars.'
Explain why you agree or disagree with this view. (24 marks)

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

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 Quebec was a decisive victory for the British against others which do not.

Points/factors/evidence which agree might include:

- it paved the way for the capture of the rest of the French Canadian territories
- French commander Montcalm was killed

- as a patriotic victory, it inspired British forces in North America and raised morale.

Points/factors/evidence which disagree might include:

- the importance of Quebec can be over-emphasised:
 - earlier success paved the way for 1759. notably Amherst's capture of Louisburg (July 1758), and the capture of Forts Oswego and Duquesne (August 1758)
 - the French still had a large force stationed outside Quebec and in Montreal
 - the British were surrounded in Quebec
 - Winter was approaching the St Lawrence would freeze, preventing the Royal Navy from delivering supplies.
- British naval supremacy
 - the size of the mercantile marine meant Britain had a large pool of trained seamen which could be tapped
 - morale was sound and officer quality, to some extent based on merit, was high
 - the Admiralty under Anson was, at least until 1762, the most effective naval command of the eighteenth century.
- impact of Pitt after the formation of the Pitt-Newcastle coalition in July 1757. Pitt boosted the navy by 200 ships by 1760, and played a major role in co-ordinating military and naval planning
- impact, alone or in co-operation, of the army and navy, stretching from the recapture of Louisburg in 1758 to the defeat of the French navy at Quiberon Bay (1759), the capture of Montreal (1760) and the capture of major West Indian islands (1762).

Good answers are likely to conclude that Quebec was simply one of a series of factors which contributed to ultimate British victory. Candidates may well place greater emphasis on the victory at Quiberon Bay, or the overall achievements within the 'Year of Victories' (1759).

Question 3

05 Explain why British forces were defeated at Yorktown in 1781. (12 marks)

Target: AO1(a), AO1(b)

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 British forces were defeated at Yorktown.

Candidates might include some of the following long-term factors:

- Britain's navy had been under severe pressure from the very beginning of the war, and arguably control of the seas had been lost
- Britain now found herself under attack not only from the American colonists, but also from the Bourbon powers, France and Spain, who co-operated closely and were undistracted by European considerations
- Britain's defective supply system left Cornwallis without resources or reinforcements.

And some of the following short-term (or immediate) factors:

- Cornwallis had failed to crush American resistance in Virginia
- Cornwallis had taken up a poor defensive position at Yorktown
- a French fleet under de Grasse had arrived off Yorktown
- Washington and Rochambeau had linked up and dominated the terrain behind Yorktown

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might refer to the positive impact of French and Spanish involvement on the morale of American fighters.

Question 3

- 06** 'The leadership of George Washington was the main reason for the victory of the American colonists in the War of Independence.'
Explain why you agree or disagree with this view. (24 marks)

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

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 make a judgement by balancing points which agree with the view that the role of Washington was the main factor explaining American victory in the War of American Independence against others which do not.

Points/factors/evidence which agree that Washington deserves credit might include:

- he had acquired valuable military experience, and a good military reputation, in the French and Indian Wars (e.g. helping to expel the French from Ft Duquesne)
- he was a charismatic leader, with an established patriotic reputation (appearing at the Second Continental Congress in military uniform)
- he showed courage and endurance in the field
- in the Revolutionary War, he initially took advice from others but soon learned to trust his own judgement
- good military tactics: slow withdrawal, then sudden attack; harassment rather than open conflict; effective use of scorched earth policy outside New York in summer 1779
- although not universally victorious, he had an impressive and inspirational victory at Trenton (1776) and played a major role at Yorktown (1781)
- he placed considerable emphasis on both the welfare and training of troops (e.g. during the long winter in Valley Forge, 1777–1778, he arranged expert training from von Steuben and LaFayette)
- although he made occasional strong criticisms of Congress, on the whole he dealt effectively with the civil authorities, thus helping to allay public suspicions of the Military.

Points/factors/evidence which places credit for victory elsewhere might include:

- poor British leadership, both political (North, Germain, etc) and military (e.g. confusion between Howe and Burgoyne prior to Saratoga)
- problems caused to the British by weather/terrain
- collapse of loyalist support in the colonies
- foreign intervention (France, Spain, Armed Neutrality).

Good answers are likely to conclude that Washington did play a key role, but that his achievements were certainly assisted by the incompetence of some British commanders and politicians, and the determination of some of Britain's European rivals to gain revenge for earlier defeats.