



**General Certificate of Education  
January 2011**

**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.

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

Copyright © 2011 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

---

## 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 2011

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

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

**Question 1**

**01** Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to the British capture of Quebec in 1759. (12 marks)

*Target: AO2(a)*

**Levels Mark Scheme**

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

**Indicative content**

**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 levels scheme.**

Candidates will need to identify differences between the two sources. For example:

- Source A sees Quebec as a highly significant victory, demonstrated by the monument erected to Wolfe and the return of the British fleet to England, whereas Source B argued there were still serious problems faced by the British, such as the continued presence of French forces
- both mention French forces in Montreal, but in Source A there is reference to the French being forced to retreat there, whilst Source B merely mentions their presence there in significant numbers

- Source A states the return of the British fleet to England, with mission accomplished, but Source B mentions the fleet was still actively engaged in Canada, delivering supplies
- Source A mentions Britain now gaining control of the Newfoundland fisheries
- Source A mentions the monument to Wolfe in Westminster Abbey
- Source B mentions the continued defiance of the French, whereas problems identified in Source A are mainly linked to the impact of bad weather.

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

- the subsequent struggle to push back the French troops outside Quebec and to capture Montreal
- the emotive and patriotic impact of the capture of Quebec and Wolfe's sacrifice
- the importance of trade as a consideration for both countries.

To address 'how far', candidates should also indicate some similarity between the sources. For example:

- both sources refer to the impact of bad weather
- despite its general optimism, Source A does make reference to military losses following bad weather in the last line
- despite its general pessimism, Source B does acknowledge that British forces controlled Quebec.

In making a judgement about the degree of difference, candidates may conclude that overall Source A is much more optimistic than Source B about the outcome of the capture of Quebec, but is realistic enough to recognise that there were still some difficulties to overcome.

---

**Question 1****02** Use **Sources A, B and C** and your own knowledge.How far was British victory in the French and Indian Wars by 1763 due to Britain's naval domination? (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 levels scheme.**

Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views.

Candidates should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A** noted the importance of British naval control of the fishing waters off Newfoundland.
- **Source B** stated that the loss of naval supplies was a major result of the freezing of the St Lawrence, with serious implications for Britain's continued success.
- **Source C** deals substantially with naval impact, referring to the importance of the British victory at Quiberon Bay, the impact of the British blockade of French ports, the increased British naval strength as a result of new construction and capture, the good supplies of fresh food to British sailors, and the impact of Anson at the Admiralty.

From candidates' own knowledge:

- the blockade policy had major significance in both Europe and North America
- the Admiralty under Anson was, at least to 1762, the most effective naval command of the eighteenth century
- Pitt had boosted the size of the navy by an addition of 200 ships by 1760.

Factors suggesting that the role of the British navy was of major importance might include:

- the size of the British mercantile marine meant Britain had the largest pool of trained seamen to call upon
- morale was generally sound and officer quality, to some extent based on merit, was higher than with rival navies
- there was decisive action by the navy, alone or as essential support for military initiatives, between 1758 and 1760 (e.g. the capture of Louisburg, various West Indian islands, and the destruction of the main French North American fleet at Quiberon Bay).

Factors suggesting that other factors were of equal or greater importance might include:

- the impact of Pitt as Secretary of State after 1757
- the role of military commanders, notably Wolfe and Amherst
- Loudon's military changes in North America, notably the equal treatment of British and colonial forces
- French alienation of and British cultivation of native Indian support
- French preoccupation with the European conflict, especially after Pitt's subsidy treaty with Frederick the Great.

Good answers are likely to/may conclude that naval domination was merely one of several key factors contributing to British victory, possibly less important than factors such as the impact of Pitt after 1757.



---

**Question 2**

**03** Explain why there was unrest amongst American colonists in 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 there was unrest amongst American colonists in 1765.

Candidates may refer to some of the following long-term factors:

- the development of local political responsibility within individual colonies
- the British policy of 'salutary neglect' led colonists to believe that Britain would play little role in colonial affairs.

And some of the following short-term/immediate factors:

- the removal of the French threat to the colonies after the Treaty of Paris
- the insistence by Britain that the colonists should pay via taxation for the costs of the Seven Years War and the subsequent maintenance of colonial defence
- the attempt to limit westward colonial expansion with the 'proclamation line' of 1763
- the Sugar and Quartering Acts of 1764

- the Stamp Act of 1765 – possibly the ‘final straw’, but also the most controversial measure because of ‘no taxation without representation’.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might contrast the British emphasis on financial issues with the colonial emphasis on political freedom.

---

**Question 2**

- 04** 'George III should bear most responsibility for the outbreak of war in 1775.'  
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 George III and his policies were largely responsible for the outbreak of the War of American Independence against others which do not.

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

- George, unlike individual ministers, was consistently in power 1763–1775
- the arrogant and insensitive approach by George to colonial issues and sensitivities
- his responsibility for the ministerial instability of the 1760s, a situation which demonstrated the weakness of British governments
- George's actions in Aug 1775, ignoring the 'olive branch' petition and proclaiming the colonies in open rebellion.

Points/factors/evidence which disagree that George was largely responsible might include:

- the role of British politicians during the 1760s:
  - \* Grenville: Proclamation Act, Sugar Act, Quartering Act, Stamp Act
  - \* Rockingham: Declaratory Act
  - \* Chatham: Townsend Duties
- the role of Lord North:
  - \* North retained the duty on tea and failed to discipline British troops after the 'Boston Massacre' (early 1770)
  - \* the East India Co. granted a monopoly of tea sales in America (May 1773)
  - \* response to the Boston Tea Party through the 'Intolerable Acts' (early 1774) rather than the use of existing legislation
  - \* Quebec Act (1774) alarmed American colonists by extending Quebec's Borders southwards
  - \* New England Trade and Fisheries Act banned American access to all foreign trade
- the response of the colonists, notably after 1770:
  - \* Stamp Act Congress + associated violence, 1765
  - \* the 'Gaspee' incident 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 George III was ill-informed and completely unaware of the intensity of colonial feelings. However, his ministers should have been more aware, and North in particular failed to handle the deteriorating situation. The colonists themselves were at times intransigent, but made occasional attempts at conciliation, such as the 'Olive Branch' petition of 1775.

---

**Question 3**

- 05** Explain why British forces had limited success against American forces in 1775 and 1776. (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 British forces had only limited success against Washington's army and the colonial militias in 1775 and 1776.

Candidates may refer to some of the following long-term factors:

- problems of troop movement from Britain meant that reinforcements usually arrived late in the campaigning season (too many would die during a winter crossing)
- terrain: dense woods and unaffordable rivers made movement by regular forces slow, and left them vulnerable to ambush
- colonial militias could be mobilised at short notice and were spread across the region; British troops needed to maintain a constant presence in any occupied area in order to prevent immediate recapture.

And some of the following short-term/immediate factors:

- British forces easily dispersed the Lexington militia in 1775, but was then ambushed on the return journey to Concord
- enthusiastic militias besieged Gage and Howe in Boston; Howe lost many men in his capture of Bunker Hill (1775), and the British evacuated to Halifax in 1776
- Howe proved too cautious after defeating Washington's army at Brooklyn Heights, hoping for reconciliation rather than total victory
- Washington now decided to avoid open warfare, and concentrated on opportunist raids, as in his victory at Trenton in winter, 1776.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might mention the link between the colonial army and the militias.

---

**Question 3**

- 06** 'Saratoga was not the main reason for British defeat in 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 evidence which supports the view that defeat at Saratoga was the main reason for ultimate defeat in the War of American Independence against that which takes a wider view and places main responsibility elsewhere.

Points/factors/evidence which agree(s) might include:

- widespread demoralisation since an unprofessional colonial force had outwitted and defeated a significant British force
- the American victory persuaded France and subsequently Spain to enter the conflict, thus transforming the war into a trans-Atlantic conflict, with Britain facing the possibility of invasion
- the actual loss of soldiers at Saratoga.

Points/factors/evidence which disagree(s) might include:

- the importance of geographical factors, arguably making the war 'unwinnable':
  - \* 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
- foreign involvement, which may well have taken place without Saratoga
- the inspirational leadership of Washington
- the passion and determination of colonial forces
- the failure of British commanders to adjust to the practicalities of conflict in North America.

Good answers are likely to/may conclude that Saratoga was a highly significant defeat for Britain. Recovery from this would have been difficult, but perhaps not impossible, and other considerations may well have been more significant.