



**General Certificate of Education
January 2012**

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 students' 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 students' 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 students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student 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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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 2012

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 strength of the French position in Canada during the French and Indian Wars. (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 students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the levels scheme.

Students will need to identify differences between the views of the two sources. For example:

- Source A takes the view that there was considerable French weakness, whereas Source B takes the view that French resistance was both capable and determined
- Source A portrays Montcalm as defeatist, believing the colony to be surrounded on all sides, but Source B regarded Montcalm as a skilful and resourceful opponent
- Source A claimed that French forces in North America were depleted, with the army at half strength and no replacements available; Source B, however, takes a more positive line, referring to the skilful use of troops by Montcalm

- Source A suggests that Quebec had effectively been abandoned, whilst Source B refers to the natural strength of its position, thus implying the loss of Quebec was far from inevitable.

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

- the military qualities of Montcalm and/or other French commanders
- the general drift of the war prior to Quebec.

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

- both suggest that France was essentially on the defensive at this time
- both refer to British failures before 1759
- both recognise that Britain was in a strong position by the end of 1759.

In making a judgement about the degree of difference, students may conclude that the main difference is the relatively gloomy prognosis for France in 1759 in Source A, contrasted with Source B's view that Britain's task was far from straightforward.

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

How far was Britain's success in the French and Indian Wars due to Pitt the Elder?

(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 students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgement by outlining the arguments suggesting that the role of Pitt the Elder was the main reason for British victory in the French and Indian Wars and contrasting this with reference to other contributory factors.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A** sees Pitt as the major factor contributing to Britain's eventual victory, making a correct assessment of the seriousness of French weakness
- **Source B** sees the campaign under Pitt as not without some failures (e.g. Ticonderoga), and notes that the conquest of Quebec was achieved not without difficulties
- **Source C** notes the considerable self-confidence of Pitt ('I am sure I can save this country and nobody else can'), and mentions the great triumphs of 1759 that owed much to Pitt's impact and zeal. However, Simms notes that other (unspecified) factors contributed to ultimate British success, and also points out that Pitt had very limited colonial ambitions, regarding colonial gains as little more than part of the long-term European struggle.

From students' own knowledge:

Factors suggesting that Pitt the Elder was responsible for British successes might include:

- the zeal, patriotism and determination which Pitt brought, effectively winning over the House of Commons
- the appointment of young, capable commanders on the grounds of merit (Amherst, Howe, Wolfe). Also, Anson appointed First Lord of the Treasury
- the adoption of a global strategy, using events in Europe to supplement strategy in North America
- the granting of subsidies to Frederick the Great, effectively keeping France preoccupied in Europe
- the Militia Act of 1757 led to a substantial increase in the British military.

Factors suggesting that other factors were also important might include:

- the impact of the British navy (blockade, supplies, victory at Quiberon Bay) – the result of decades of steady expansion
- Loudon's strategy as Commander-in-Chief in Canada (1756–7) led to significant improvements in the organisation and supply of the army, not least the integration of regular troops with local militias
- the role of the Duke of Newcastle in arranging finance, organising supplies, eliminating Commons opposition through patronage – in effect, handling all aspects of government except military strategy
- Indian tribes deserted the French, partly because of French arrogance + partly after defeat at Quebec
- Spain remained neutral for most of the war.
- the French army and navy had been run down after Treaty of Aix-la-Chapelle
- the military genius of Frederick the Great
- the 'Year of Victories' – 1759.

Good answers are likely to/may conclude that there is considerable overlap: for example, British naval impact was to some extent enhanced by Pitt's policies. Students may well be aware that

traditionally Pitt was given overwhelming credit for British victory, a view somewhat qualified by recent historians.

Question 2

- 03** Explain why the Proclamation Line of 1763 was issued by the British Government. (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 students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why the British government issued the Proclamation of 1763.

Students might include some of the following factors:

- the Proclamation prohibited westward expansion by American colonists beyond the Appalachians, with the intention of channelling colonial migration northwards and southwards into the newly-acquired provinces
- movement into these areas would help defence against the Spanish in Florida and the remaining French presence in Quebec
- Pontiac's Rebellion in the Ohio Valley in 1763 persuaded the British government of the urgency of resolving Indian unrest, thus the Proclamation in effect created a vast Indian reservation west of the Appalachians
- military costs, defending colonists from Indian attack, would be reduced
- this would allow time for a comprehensive policy of white expansion west of the Appalachians to be worked out, ensuring a gradual and controlled expansion.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might refer to the sense of betrayal and desperation amongst the colonists.

Question 2

- 04** 'British policy was responsible for the decline in Anglo-colonial relations in North America in the years 1763 to 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 students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgement by balancing evidence which supports the view that British policy between 1763 and 1775 was largely responsible for the deterioration of Anglo-colonial relations against that which does not.

Evidence which agrees might include reference to the following legislation/initiatives:

- the Proclamation of 1763 interfered with the prospect of western expansion
- the Sugar Act (1764)
- the Stamp Act (1765)
- the Declaratory Act (1766)
- Townsend's Duties (1767)
- the Boston Massacre (1770)
- the 'Intolerable Acts' (1774), the government's response to the Boston Tea Party
- the Quebec Act (1774) alarmed American colonists by extending Quebec's borders southwards
- rejection of Olive Branch Petition (1775).

Evidence which disagrees might include reference to colonial actions/attitudes:

- the Stamp Act Congress (1765) and the concept of 'no taxation without representation'
- 'Gaspee' incident (1772)
- Boston Tea Party, 1773
- meeting of First Continental Congress at Philadelphia, April 1774
- the activities of Sam Adams and groups like 'the Sons of Liberty'.

Good answers are likely to conclude that the attitude of leading British politicians in the 1760s and early 1770s was far from constructive, although more observant students will comment on more constructive initiatives such as the withdrawal of both the Stamp Act and Townsend's Duties. Many will attribute greater significance to the actions/attitudes of the colonists, notably in the early 1770s.

Question 3

05 Explain why General Burgoyne was defeated at Saratoga in 1777. (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 students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why Burgoyne was defeated at Saratoga.

Students might include some of the following factors:

- the British strategy for 1777 involved Burgoyne and 8000 men moving south from Canada to link with forces under St Leger and Howe, with the ultimate intention of recapturing Ft Ticonderoga
- Howe opted instead, contrary to the wishes of British politicians, to attack Philadelphia, convinced that there was enough loyalist support in the area to make this worthwhile. Though defeating Washington at Brandywine and Germanstown, he was now cut off from joining Burgoyne
- St Leger's force was turned back at Oriskany, New York
- Burgoyne was too aristocratic and casual, moving very slowly with large amounts of personal baggage (taking up 30 carts). Army sometimes moved less than 1 mile per day
- patriot militias from New England interfered with supply lines and made the terrain more difficult by destroying bridges, diverting streams, etc

- at Saratoga, confronted by American army of 10,000+ under Horatio Gates and Benedict Arnold. After 2 bloody battles, Burgoyne surrendered entire army to the Americans.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might point out how American interference with food supplies ensured that Burgoyne spent more time on resolving that than working out strategy.

Question 3

- 06** 'Britain's loss of the American colonies in the years 1778 to 1783 was due to foreign intervention.'
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 students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgement by balancing points which agree with the view that British defeat was due to the failure of North and Germain to provide decisive political leadership with those that do not.

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

- foreign intervention changed the entire focus of the war, with Britain obliged to change concentration from North America to the West Indies (where valuable colonies were now in danger of attack) and even to Britain itself, with the danger of possible invasion
- France gave valuable naval, and even some military, assistance to the colonies, making ultimate American victory inevitable
- psychological value to the colonists: they no longer felt alone.

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

- British military weaknesses, notably the indecisiveness of Howe and the arrogance of Burgoyne
- ineffective political leadership, with Lord North unsuited to wartime leadership and Germain failing to establish clear control over, or communicate effectively with, British commanders in the field
- distance hampered communication, supplies and reinforcements (troops sailing during the summer, arriving in time for the winter break in hostilities)
- terrain and weather: made conflict different from European areas, but quite suited to American tactics
- American diplomacy (notably Franklyn's visit to Paris and promises of long-term trade) helped secure French intervention
- Washington proved an effective and inspirational leader of the American forces, notably in his recognition that conventional warfare was inappropriate in North America
- Britain alienated loyalist support with the use of Hessian mercenaries and Indians.

Good answers may conclude that a variety of factors contributed to British defeat, with foreign intervention considered to be of major significance because of the arrival of a global threat to British authority.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion