

AS

History

Paper 2G The Birth of the USA, 1760–1776
Additional Specimen Mark scheme

Version/Stage: Stage 0.1

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

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.

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AS History Paper 2 Specimen Mark Scheme

The Birth of the USA, 1760–1776

Section A

- | | | | |
|----------|----------|---|-------------------|
| 0 | 1 | With reference to these sources and your understanding of the historical context which of these two sources is more valuable in explaining the reaction to the Declaration of Independence? | [25 marks] |
|----------|----------|---|-------------------|

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

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|------------|--|--------------|
| L5: | Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. | 21-25 |
| L4: | Answers will provide a range of relevant of well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. | 16-20 |
| L3: | The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. | 11-15 |
| L2: | The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. | 6-10 |
| L1: | The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. | 1-5 |
| | Nothing worthy of credit. | 0 |

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 must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

Source A: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- Thomas Hutchinson is a Loyalist writing in Britain and so is going to be opposed to the Declaration of Independence. He goes through the Declaration section by section rebutting it.
- Thomas Hutchinson had been a highly controversial Governor of Massachusetts and had done much to ferment revolution, for example his role leading to the Boston Tea Party. Whilst in exile he offered advice to the King on American matters and received some favour from him.
- Thomas Hutchinson's writing in exile received little attention in the colonies and is arguably not the most representative of Colonial views. He is attempting to disprove the validity of the Declaration but his intended audience is English.
- The tone is arguing strongly against the Declaration; "absurd", "inconclusive".

Content and argument

- Hutchinson is attacking the start of the Declaration, pointing out the conflict between claims of 'rights to liberty and the pursuit of happiness' and existence of slavery in the South. He is highlighting an issue which would indeed prove divisive in America.
- He is highly dismissive of the Declaration and claims he will show it to contain 'false representation made of the facts which are alleged to be the evidence of injustices'. In this he is arguing that the Declaration is based on lies and that the war of Independence is not justified.
- He also argues that the motives of the revolutionaries were unclear and underhand. This was a commonly held view amongst Loyalists who believed that rebellion would lead to an erosion of rights, not greater freedom.

Contextual knowledge should be used to assess the validity of these points, for example:

- loyalists, particularly in Colonies such as Massachusetts faced a great deal of opposition which forced many such as Hutchinson to flee. Hutchinson's mansion was attacked and ransacked in 1765 and he remained a target due to his wealth and being seen as a British minion
- Hutchinson like many Colonists remained Loyal to the King and Britain, though was critical of some British actions. The source is important in showing that support for the Declaration and dislike of British rule was not universal amongst Colonists.

Source B: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- 'The Massachusetts Spy' was critical of the Royalist government and often under threat of suppression. Like an increasing number of publications it had seen every British action as having sinister intent and independence being the way forward.
- The tone is jubilant about the Declaration of Independence. This certainly was the response of many Americans who were increasingly unhappy about British rule.

Content and argument

- The report shows wide support for the Declaration of Independence with public displays of celebration.
- Those in favour of the Declaration are described as 'patriotic gentlemen' and 'a large and respectable body' there is no sign of opposition or dissent.

Contextual knowledge should be used to assess the validity of these points, for example:

- this report is about the local response to the Declaration of Independence being read out. The response was highly positive with most Americans committed to the cause of independence as shown by the determined fighting in the following war
- Massachusetts, in particular Boston, had been central to the growing hostility to Britain: the evacuation of Boston in 1776, the breakdown of British control in 1774 etc
- mob action in support of Independence and against British rule were common especially in towns and peer pressure played a role in turning people against the British.

In arriving at a judgement as to the relative value of each source, students may conclude that (e.g.) Source B appears a more accurate representation of American views on the Declaration of Independence as it captures the mood in Massachusetts whilst Source A is written by an American in exile, out of touch with public opinion. Both sources can be seen as being overly partisan in their views on the Declaration, however Source B more accurately captures the majority's reaction. Both sources are also limited in that they are views from Massachusetts and don't necessarily reflect views from other colonies. Any supported argument as to relative value should be fully rewarded.

Section B

0 2 'The American Colonists continued to have a good relationship with Britain, in the years 1760 to 1763.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

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.

Arguments supporting the view that the American Colonists continued to have a good relationship with Britain, in the years 1760 to 1763, might include:

- the British imperial system allowed colonists greater autonomy than any other part of the Empire
- there were strong bonds of affection with Britain stemming from British heritage and rights
- during the Seven Years War, 25,000 Americans joined the militias to fight alongside the British
- the only common institutions in the colonies were derived from Britain and these alongside the English Language and British culture united the Colonies
- there was no desire for independence pre-1763 and the people of the colonies did not predict or desire independence from Britain.

Arguments challenging the view that the American Colonists continued to have a good relationship with Britain, in the years 1760 to 1763, might include:

- the population growth and mixing of diverse peoples in the colonies helped develop a new identity that was not British
- by 1763 colonies to a large extent ran their own affairs and British control was drifting
- ideas of liberty made the colonists particularly sensitive to any British attempts to reassert their control
- economic tensions were growing as the colonists' economic strength grew British mercantilism increasingly became a bone of contention
- relations were changed by the peace treaty of 1763 and the end of foreign threat.

Students are likely to conclude that the relationship between Britain and the colonists was still good but as this period developed the first signs of the future divisions were beginning to be seen. At a high level students may conclude that up until 1763 there was indeed a good relationship but the events of 1763 meant that by the end of the year many of the ingredients for future problems were in place.

0 3 'The most significant resistance to the Townshend Acts came from reform movements from below, in the years 1767 to 1770.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

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.

Arguments supporting the view that the most significant resistance to the Townshend Acts came from reform movements from below, might include:

- the Sons of Liberty movement was revived throughout the colonies to co-ordinate opposition. They were particularly active in Boston where they clashed with British troops e.g. 'the Battle of Golden Hill'
- unofficial bodies (often called committees of inspection) in most colonies enforced non-importation using threats and violence such being tarred and feathered
- American housewives stopped serving British tea
- unrest in Boston including the clash over the vessel the 'Liberty' in June 1768 and the Boston Massacre in 1770.

Arguments challenging the view that the most significant resistance to the Townshend Acts came from reform movements from below, might include:

- there was an intellectual response, notably from John Dickinson, a member of the Pennsylvania assembly. His letters which attacked the Townshend Acts were gathered together in a pamphlet 'Letters of a Pennsylvania Farmer'
- significant resistance stemmed from the Massachusetts assembly with an appeal in the form of a circular letter (written by Samuel Adams and James Otis) was sent to other colonies calling for common action
- by 1769 every colony except New Hampshire had organisations pledged to boycott British goods
- the Virginia House of Burgesses advocated joint measures against the British from the colonies.

Students are likely to conclude that The Sons of Liberty played a significant role in the resistance to the Townshend Acts as did other ordinary colonists who joined in the boycott of American goods. They may however also highlight the role played by the elected assemblies and their members especially John Dickinson and Samuel Adams. At a high level students may conclude that the significance of resistance movements from below increased over time culminating in the Boston Massacre.