

A-LEVEL

History

Paper 2G The Birth of the USA, 1760–1801
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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A-level History Paper 2 Specimen Mark Scheme

2G The Birth of the USA, 1760–1801

Section A

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|----------|----------|--|-------------------|
| 0 | 1 | With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the framing of the American Constitution. | [30 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: | Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. | 25-30 |
| L4: | Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. | 19-24 |
| L3: | Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. | 13-18 |
| L2: | The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. | 7-12 |
| L1: | The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. | 1-6 |
| | 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 respond to each source in turn, or to adopt a more comparative approach. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

Source A: In assessing the value of this source, students may refer to the following:

Provenance

- The speech is made on the morning that the official version of the Constitution was to be signed by the delegates.
- This was Franklin's last public speech, by this time he was seen as a great old man of American politics but his contribution to the Constitution was largely indirect due to frailty.
- The support of Franklin for the Constitution would carry great weight amongst Americans at the time.

Content and argument

- He thinks it is the best Constitution that could be created. He is looking to remove any doubts that the delegates may have had that a good compromise had been reached. There certainly were doubts amongst the delegates and there had been strong disagreements and the Great Compromise was accepted by the tightest margin (5 votes to 4) on 16th July.
- He does however admit that there are doubts and some disagreements amongst the delegates. There had been strong disagreements between small and big states with the Virginia and New Jersey Plans as well as disagreements over the slave trade.
- He urges that all doubts are put to one side so they cannot be seized on by others to prevent the constitution passing. He realised that ratification was not going to be straightforward, correctly predicting that the Constitution would be opposed and that the delegates would be important in securing ratification.

Tone and Emphasis

- The speech was designed to persuade the delegates to unanimously support the Constitution. The standing of Franklin would certainly magnify the speech's impact. Franklin is combining praise for the Constitution with acknowledgement of delegates doubts to promote the idea of a difficult job done well with more challenges to come.
- The tone is designed to create a feeling that the delegates had a great opportunity and that they had shared feelings and shared interests. This creates a tone of togetherness. This togetherness was to be significant in the Ratification process.

Source B: In assessing the value of this source, students may refer to the following:

Provenance

- This is a personal letter from George Washington to the President of Congress and gives a key insight to views on the Constitution of America's premier politician of the day who went on to become the first President. Washington's attendance alone at the Convention had granted it legitimacy and Washington was seen as representing the views of all Americans rather than an individual state.
- Washington had been a critic of the Articles of Confederation seeing them as not providing a strong enough executive.
- As a personal letter, it could be argued that this is likely to be Washington's true feelings, however the audience of the letter must be considered.

Content and argument

- Washington describes the motivations of the founding fathers in drawing up the Constitution. Emphasis on safety and possible threat to the existence of the Republic reflect Washington's and others' fears following Shay's Rebellion.
- Washington talks of the delegates need to be flexible on certain issue to reach agreement. This was certainly the case given the strength of disagreement between big and small states over representation and also over the slave trade.
- Washington states his hopes that the states will be equally flexible and see the greater good. Ratification was to be hard fought and the Convention had ensured that the Constitution would be submitted to specially elected state conventions, not the state legislatures where it was felt there would be significant opposition.

Tone and Emphasis

- The tone is highly positive about what has been achieved in drafting the Constitution and the motivation behind it. The use of the term 'every true American' shows a clear appeal to patriotism an appeal Washington was strongly placed to make as the hero of the War of Independence.
- The tone is of tempered optimism about the chances of the Constitution being ratified by the States. The belief that 'it may promote the lasting welfare of that country', can be set in the context of how long lasting the Constitution has proved to be, showing the optimism to be well placed.

Source C: In assessing the value of this source, students may refer to the following:

Provenance

- The anti-Federalist essay published in the press is aiming to persuade people to reject the proposed Constitution. The context of the anti-Federalist movement lacking the famous backers and significant press support of the Federalist movement, means that the exposure of such essays was limited. Of about 100 major newspapers only 5 consistently opposed the Constitution.
- The source is anonymous; anti-Federalist essays were generally either anonymous or written under pseudonyms. The fact that it is anonymous maybe judged to be damaging to the provenance, however in the context this was normal. It may be seen in the context that much anti-Federalist support was scattered across rural America, making it hard for like-minded anti-Federalists to gather together and so ideas were promoted through these essays.

Content and argument

- The source argues that the Constitution proposed was inferior to the Articles of the Confederation. There was a belief at the time that a strong national government would destroy the independence of the individual states and create an overly powerful aristocracy.
- It suggests that the people finding fault with the Articles of the Confederation would find fault with anything, including heaven. In the 1780s there had been problems including rebellion and unresolved disagreements between states, although anti-Federalists acknowledged these issues existed they believed that the proposed system was far worse than these problems.
- The source argues that America could be pulled towards civil war by the arguments over the new constitution. There was certainly a strongly fought argument through the Ratification process between Federalists and anti-Federalists. There weren't however significant steps towards a Civil War.

Tone and Emphasis

- The tone stresses the need for the people see sense and not be swept away with the idea of change. The context of this is that the Federalist strength was that they had a positive argument offering a new system. The anti-Federalist sides argument was centred on resisting change. The support for the Federalist cause in towns and cities often gave the impression of overwhelming support which this essay is looking to counter and stop people being 'swept away with'.
- The emphasis is of the danger and folly of change and the dangers that it would bring. The context of the War of Independence fought to remove the overly powerful and unrepresentative British control is key here in what the author fears.

Section B

0 2 'There were major differences between the Thirteen Colonies in 1760.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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 that support the idea that there were major differences between the Thirteen Colonies might include:

- religious differences: Puritan dominance in New England, the Mid-Atlantic region was more moderate in religion whilst the South was dominated by Baptists and Anglicans. Maryland was the only Colony with a significant Catholic minority the rest of the states saw significant anti-Catholic feeling
- economic differences: New England's economy was based on individual farms, which were generally prosperous, there was also a prosperous ship building industry and a rich supply of timber. The Mid-Atlantic region saw more varied farming methods and farm size. The Mid-Atlantic region saw development of the cloth industry and a growing gap between rich and poor. The Mid-Atlantic region's seaports brought in a great deal of trade and opportunity. The Southern economy was based on slave labour on large plantations
- social differences: New England was largely made up of yeoman farmers of early colonist stock. The Mid-Atlantic had more social classes and divisions than the other regions and much greater variation in backgrounds with large numbers of more recent immigrants from Scandinavia, Germany, Ireland and Scotland amongst others. The South was dominated by the wealthy planters, there were also yeoman farmers, whilst 40% of the population were slaves
- political differences: Mid-Atlantic region had more developed system of political factions (largely based on ethnicity) and in Colonies such as New York and Rhode Island voting rates were higher than elsewhere in the colonies.

Arguments challenging the idea that there were major differences between the Thirteen Colonies might include:

- religious similarities such as the predominance of Protestantism and the rapid growth of the Baptist church in both New England and the South
- political similarities: wide franchises (for the time, of white males), shared ideas of the Rights of Englishmen, frequent election and self-government. Shared growing resistance to British demands for greater control of taxes
- economic similarities: Predominantly agrarian, with high levels of land ownership and yeoman farmers
- ethnicity: Colonies were predominantly made up of people from the North-west of Europe with the only large exception being the African Slaves.

Students are likely to conclude that there were religious, economic, political and cultural differences between the states, however there were also key similarities. There was arguably no great sense of 'America' at this point but the colonies were growing rapidly and the mixing of diverse people was forging a new identity. Students may judge that many of the differences between the colonies continued into the future and even beyond the gaining of Independence. These differences did not ultimately prevent the Colonies uniting but this was far from inevitable in the early 1760s.

- 0 3** How important was Paine's 'Common Sense' to the outbreak of the War of Independence? **[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

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- L2:** The answer is 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**
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Indicative content

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Arguments supporting the view that Paine’s ‘Common Sense’ was important to the outbreak of the War of Independence might include:

- ‘Common Sense’ transformed the revolutionary controversy by attacking the allegiance to the monarch
- in 3 months from publication more than 100,000 copies were in circulation and George Washington commented that “Common Sense is working a powerful change in the minds of men”
- ‘Common Sense’ contributed to the growth of a national consciousness that was vital in the progress towards the War of Independence
- Paine’s work was highly effective as it used the language of the ordinary people and supports his views with bible quotes. He argued for an independent America from the British monarch and a democratic system.

Arguments challenging the view that Paine’s ‘Common Sense’ was important to the outbreak of the War of Independence might include:

- the ideas of John Locke were more significant to the Declaration of Independence and move to war
- the war was due to controversy over tax and parliaments right to impose it
- the war was due in part to American anger at ‘unfair’ trade regulations
- the war was due to a lack of representation in Parliament.

Students are likely to conclude that Paine’s ‘Common Sense’ was an important trigger to the American War of Independence and that its key importance was in convincing many disgruntled loyalists to break the bonds of loyalty to the British monarchy. At a high level students may argue that the ideas and arguments tipped the balance amongst the colonies towards independence. They may however stress the distance travelled towards the outbreak of war before the publishing of ‘Common Sense’.

0 4 'Hamilton's economic policy only benefited the Northern elites in the years 1789 to 1796.'

Assess the validity of 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

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- 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 Hamilton’s economic policy only benefitted the Northern elites might include:

- tariffs were objected to by plantation owners and farmers as they pushed up prices and damaged opportunities in foreign markets
- the payment of government debt was largely to the wealthy in the North and the debate over the debt-assumption bill of 1790 highlighted how the policy favoured the wealthy Northerners
- Hamilton aimed to move the economy away from having such a large agricultural base showing a policy shift towards manufacturing e.g. Report on Manufacturing, 1791
- the Land Act of 1796 favoured Northern land speculators rather than ordinary settlers due to the size and cost of land divisions
- the Whiskey Rebellion illustrated the unpopularity of tax policy outside the urban North.

Arguments challenging the view that Hamilton’s economic policy only benefitted the Northern elites might include:

- foreign investment began to flourish in the early 1790s and this benefitted the economy as a whole
- Hamilton argued that tariffs would create ‘robust markets’ for agricultural products especially for those produced in the South
- Report on Manufacturing in 1791 included the idea of improved manufacturing aiding the development of agriculture and this proved to be the case
- creation of work for the poor through the development of manufacturing.

Students are likely to conclude that Hamilton’s focus was clearly on aiding the rise of commercial capitalism in the North, in building and protecting a manufacturing base and the development of a financial system that tied the government to the rich. His policy did however benefit the economy as a whole bringing some benefit to Planters, small farmers and urban workers. At high level students may judge that Hamilton’s failure to make many anymore than indirect beneficiaries of his policy led to opposition and the growth of the Republicans.