



## **General Certificate of Education**

# **AS History**

## **Unit 2: HIS2F**

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

# **Specimen Mark Scheme**

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

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

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**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

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## Specimen Mark Scheme

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

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

#### Question 1

- (a) Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source A** differ from those in **Source B** in relation to the reasons for the British defeat at Yorktown in 1781. (12 marks)

*Target: AO2(a)*

- 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. **0-2**
- 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

Source A makes clear reference to both long-term and short-term factors. Control of the seas was an important long-term consideration, and Britain's traditional naval dominance had been under threat for some years before Yorktown. Britain also now found herself under attack not only from the American colonists but also from France and Spain, who were co-operating with each other for the first time in many years and were undistracted by European considerations. Short-term factors include errors by British naval commanders and bold initiative by an unnamed French commander.

Source B concentrates on short-term issues, though there is implicit reference to the broader context. Cornwallis made mistakes – he failed to crush American resistance in Virginia, and took up a poor defensive position at Yorktown. This might not have been fatal had it not been for the arrival of a French fleet under de Grasse. Finally, Washington and Rochambeau dominated the land behind Yorktown. However, no clear reference is made to the slowly declining British naval domination, nor to the involvement of Spain or the lack of European distraction for France. The specific criticisms of Cornwallis, and Washington's domination of the land behind Yorktown, are not found in Source A.

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From their own knowledge, candidates may expand on some of the above issues, or may introduce other factors such as the relatively limited experience of the British army in dealing with the North American terrain, or the failings of the British administration to ensure an adequate supply chain to North America.

(b) Use **Sources A, B and C** and your own knowledge.

How far was the American victory in the War of American Independence due to poor British military leadership? (24 marks)

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

- 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. **0-6**
- 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**

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## Indicative content

British military leadership can be deemed to include not only the role of army commanders, but also naval commanders and the overall direction supplied by relevant British politicians. Source A suggests that all was not well with the British navy, referring to the years of strain, the 'muddling through', and the errors of naval commanders at Yorktown. Source B is critical of military leadership in the person of Cornwallis. Source C is critical of both politicians and commanders: the government provided uninspired leadership, with Lord North indifferent and Germain lacking in personal authority; there were no first rank military or naval officers, and the naval leadership was split.

From their own knowledge, candidates may well refer to the limited communication between British generals, notably the confusion between Howe and Burgoyne which was a major contributory factor in the defeat at Saratoga, the failure of British generals to make allowances for climate and terrain, and general inefficiency. They should point out that the government completely underestimated the size and nature of the task facing them, whilst communications between politicians and commanders were poor (e.g. between Colonial Secretary Germain and General Howe prior to Saratoga). Candidates should then proceed to refer to other factors which contributed to ultimate British defeat: the role of colonial military leaders (notably Washington), the contribution from France and Spain (Source A), and the co-ordination between colonial and French forces (best illustrated in the Yorktown campaign, in Source B).

## Question 2

- (a) Explain why Britain achieved victory in the French and Indian wars in the years 1754 to 1763. (12 marks)

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

- 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. **0-2**
- 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**
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## Indicative content

Candidates should make reference to British military and naval achievements during the wars. Britain had clear naval superiority over France, and was thus able to give essential support to British forces in North America, whilst preventing France from giving similar aid to her forces.

After Braddock's initial failure to capture Fort Duquesne in 1754, Admiral Boscawen seized enough French merchant ships in 1755 for this almost to serve as a reason for war with Louis XV. After the official outbreak of hostilities in 1756, the relatively ineffective naval blockade of French ports enabled Montcalm to get enough troops to capture Fort Oswego (August 1756). Pitt then pressed for increased naval priority, ensuring an additional 200 ships by 1760. As Secretary of State in the coalition with Newcastle (1757 onwards), Pitt organised decisive military and naval initiatives. Louisburg was recaptured (1758); Guadeloupe and Fort Niagara were captured, Quebec fell to Wolfe, and the French fleet was defeated by Hawke at Quiberon Bay (all 1759); Montreal's capture (1760) then left Britain in a very strong position in North America. Later successes included the capture of Martinique, Grenada and St. Lucia in 1762.

- (b) 'The Treaty of Paris of 1763 achieved the main British aims at the outset of the French and Indian wars.'  
Explain why you agree or disagree with this view. (24 marks)

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

- 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. **0-6**
- 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**
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## Indicative content

Candidates should show knowledge of the reasons for the outbreak of conflict in North America and the West Indies, and the extent to which the Treaty of Paris satisfied these considerations. France firmly controlled her colonial possessions, almost, as once observed, like a line of battleships at permanent anchor. Such an approach meant that French colonies were not only desirable in their own right, for commercial gain, but were essential if Britain was to remove the French threat to her own North American territories. This threat became more apparent in 1753 when French troops, renewing their advance down the Upper Ohio, built Fort Duquesne on land claimed by Virginia. The failure of the Virginia militia, under Washington, to capture Fort Duquesne in 1754 made it clear that Britain herself would need to play a role. Also, mercantile interests in Britain wanted the opportunity to gain control of some of the valuable sugar-producing West Indian islands controlled by France. Candidates may also refer to European considerations increasing tension between Britain and France, but such references should be limited in view of the focus on the French and Indian wars.

British peace negotiations were handled by Bute's government after Pitt's resignation. The Treaty of Paris saw Britain gain control of Canada, though this arguably caused more problems than it resolved, with Britain inheriting a substantial French Canadian population and the need both to patrol this region and make concessions to cultivate their support. Guadeloupe, Martinique and St. Lucia were returned to France, as were the islands of St. Pierre and Miquelon in the Gulf of St. Lawrence; France also retained fishing rights in Newfoundland. These concessions were regarded by some politicians of both countries (notably Pitt and Choiseul) as being of much greater value than French losses. Britain retained other West Indian gains from France (St. Vincent, Dominica, Tobago, Grenada and the Grenadines). In return for the restoration of Manila and Havana, Spain gave Florida to Britain and renounced any claim to fishing rights in Newfoundland. Although Pitt was highly critical of the concessions made to France, Britain had made substantial gains in North America, the direct French threat to British North America was effectively ended, and Britain also made gains in India and strategic advances in Europe.

## Question 3

- (a) Explain why relations between the British government and the American colonies worsened between 1763 and 1770. (12 marks)

*Target: A01(a), A01(b)*

**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. **0-2**

**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

Following the end of the French and Indian wars, the British government wanted to reduce the high National Debt incurred during the wars, and showed very little awareness of colonial sensitivities whilst pursuing this goal. The Proclamation Act (1763) established new colonies in North America and fixed the western boundaries of existing ones, thus curtailing the ambitions of American colonists. The Sugar and Quartering Acts (1764) showed British determination to exploit colonial resources. These measures tightened existing rules rather than introducing new legislation, therefore causing irritation rather than serious opposition. The Stamp Act (proposed 1764, passed March 1765) was a new form of taxation, although the major opposition which resulted in the colonies was more the result of principle than actual financial impact; the colonists responded with the first unified act of protest, The Stamp Act Congress of 1765. The Stamp Act was repealed by Rockingham's Ministry (1766), only to be replaced by the somewhat provocative Declaratory Act. Townshend Duties were introduced (1767), leading to a boycott urged by Boston. British troops occupied Boston after disturbances (September 1768). Grafton repealed all Townshend Duties, except that on tea (1769). British troops fired on Boston rioters ('Boston Massacre'), just as an amendment to repeal the tea duty was lost in the House of Commons (March 1770).

(b) 'The political ambitions of the colonists were mainly responsible for the outbreak of war.'  
Explain why you agree or disagree with this view. **(24 marks)**

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

**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. **0-6**

**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**

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- 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**

The colonists' ambitions for greater influence over their own affairs had developed during the eighteenth century, with several colonial legislatures taking substantial responsibility for their own affairs. British legislation such as the Navigation Laws had for years annoyed colonists by regulating trade in the interests of Britain (although the colonists had benefited from access to the British market). The removal of the French threat at the end of the Seven Years' War made them less willing to tolerate British domination. The problem was exacerbated by the cost of the Seven Years' War to the British government, and their determination to make the colonists contribute to their own defence through measures such as the Stamp Act and Townshend's duties.

Although later colonial protests were often aimed at specific legislation (e.g. The Stamp Act Congress of 1765 in New York), they reflected a wider political concern that there should be 'no taxation without representation'.

All this can be contrasted with the unenlightened policies of successive British governments, which concentrated purely on immediate issues and failed to appreciate the underlying political grievances. Legislation such as The Sugar Act, The Stamp Act, The Declaratory Act, Townshend's duties and the subsequent retention of the duty on tea, all reflected this lack of sensitivity and merely served to inflame the colonial sense of political injustice. British governments then turned to military action (e.g. The Boston Massacre) and further legislation in 1774 (The Boston Port Act and the Massachusetts Act) which inspired the colonists to hold the First Continental Congress at Philadelphia.