



**General Certificate of Education  
June 2011**

**AS History 1041**

**HIS2F**

**Unit 2F**

**Challenging British Dominance:**

**The Loss of the American Colonies, 1754–1783**

**Final**

***Mark Scheme***

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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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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June 2011

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

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

**Question 1**

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

Explain how far the views in **Source B** differ from those in **Source A** in relation to the Townshend Duties. (12 marks)

*Target: AO2(a)*

**Levels Mark Scheme**

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

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the levels scheme.**

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

- **Source B** suggests that opposition to Townshend's measures developed slowly, whilst **Source A** implies speed, with the measures abolished after only two years
- **Source B** states that most merchants were happy, enjoying a boom and quite unwilling to risk a trade war. **Source A**, however, suggests richer merchants were unhappy, and became actively involved in protests
- **Source B** refers to the specific impact of a Pennsylvanian politician, John Dickinson, whilst **Source A** makes no such reference

- **Source B** refers to the issue of political principle ('no taxation without representation'), whilst **Source A** merely identifies the lack of co-operation by unpaid officials.

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

- the impact of earlier financial measures, such as the Sugar and Stamp Acts
- the Stamp Act Congress of 1765, and the emergence of 'no taxation without representation'.

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

- **Source B** suggests that there was strong feeling against the measures, with **Source A** referring to 'mass intimidation'
- both sources appear to suggest that political considerations/colonial rights were more important than economic factors.

In making a judgement about the degree of difference, candidates may conclude that both sources appreciated the unpopularity of the measures, but differ in terms of the impact on the merchant classes, and the speed with which resistance developed.

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

How far was the outbreak of the War of American Independence due to American concerns about concessions to French Canadians? (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**
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**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Candidates should use the sources as evidence in their answer.

Relevant material from the sources would include:

**Source C:**

The main source for direct focus on concessions to French Canadians. The Quebec Act led to the following concerns:

- What exactly were the intentions of the British government?
- There was a danger of unhealthy French practises spreading to the Colonies, notably
  - French civil law without jury
  - the recognition of the Catholic establishment
  - the right of Catholics to collect tithes
  - the absence of a popularly-elected assembly
- Territorial expansion – the land between the Great Lakes and the Ohio/Mississippi rivers was given to Canada.

The earlier sources deal with other causes of the conflict:

**Source A:**

- American concerns about finance, notably taxes on tea and manufactured goods, and the impact on trade in general
- American dislike of government policy, resulting in growing alienation of royal governors and excisemen.

**Source B:**

- Political concerns and ambitions, summed up by 'no taxation without representation'.

From candidates' own knowledge:

Factors suggesting major concern over concessions to French Canadians might include:

- the ambitions of many American colonists for westward expansion across the Appalachians
- the concerns that had been shown by many colonists at the time of the French and Indian wars, and the sense of betrayal concerning the 'Proclamation Line' issued by the British government in 1763.

Factors suggesting that other factors were more important might include:

- the range of measures passed by successive British governments aimed at ensuring some colonial contribution to protection of the colonies (e.g. Sugar Act, Stamp Act, Declaratory Act)
- interference in matters of trade by British governments
- protests by the colonists, notably the Stamp Act Congress of 1765, the Gaspee Incident, the Boston Tea Party
- the increasingly militant response of British governments after 1770, notably the Boston Massacre and the 'Intolerable Acts'.

Good answers may conclude that there had been a growing political independence within the colonies for some time, stretching back well before the French and Indian Wars, and this had been merely stimulated by the various events of the post-war period, with the concessions to French Canadians in 1774 proving effectively to be the last straw.

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**Question 2**

- 03** Explain why British forces had limited success in the French and Indian Wars between 1754 and 1756. (12 marks)

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

**Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Answers should include a range of reasons as to why British forces had only limited success in North America between 1754 and 1756.

Candidates might include some of the following factors:

- only two British regiments were sent to Canada in 1754, and these were below strength
- locally recruited men were mixed with regular soldiers, causing resentment and jealousy
- France responded by increasing her own forces
- Braddock was unfamiliar with the nature of conflict in the North American wilderness
- Braddock's defeat near Fort Duquesne was partly the result of Gage's failure to seize the high ground at the outset
- problems with supply lines caused Shirley to make slow progress towards Niagara
- Montcalm captured Fort Oswego in 1756 because it had been left to local militias to defend.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might point out how Britain did have some minor successes, such as the British victory at Fort Oswego in 1755, but these had limited impact because of generally slow progress and strategic errors.

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**Question 2**

- 04** 'Britain's triumph in the French and Indian Wars between 1757 and 1763 was primarily due to the leadership of Pitt the Elder.'  
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**

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**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Candidates should be able to make a judgement by balancing evidence which supports the view given against that which does not.

Evidence which agree(s) 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.

Evidence which disagree(s) 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. Candidates may well be aware that traditionally Pitt was given overwhelming credit for British victory, a view somewhat qualified by recent historians.

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**Question 3**

- 05** Explain why General Howe was removed as Commander of the British forces in 1778.  
(12 marks)

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

**Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Answers should include a range of reasons as to why General Howe failed to give adequate leadership to British forces in North America between his appointment in 1775 and his removal in 1778.

Candidates might include some of the following factors:

- Howe's victory at Bunker Hill had seen the British suffer substantial losses, demonstrating that they were not invincible
- although Howe inflicted a major defeat on Washington at the Battle of Brooklyn Heights (Aug), he failed to pursue and destroy Washington's forces
- Howe was more interested in reconciliation rather than total victory, an approach which demoralized British generals and Loyalists
- Washington now realised he needed to avoid open battle and concentrate on guerrilla tactics, to which Howe did not effectively respond
- Howe's forces were too complacent in their winter quarters, and were routed by Washington at Trenton (Dec 1776) and Princeton (Jan 1777)

- Howe failed to join with Burgoyne's forces as they headed south from Canada, concentrating instead on trying to establish firm control of Pennsylvania, thus leaving Burgoyne exposed to defeat at Saratoga (Oct 1777)
- the entry of France into the conflict in 1778 necessitated a more aggressive and ruthless approach, and Howe was therefore replaced by Sir Henry Clinton.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might identify the difficulty of Howe making any kind of progress, regardless of the strategy adopted, as long as Washington followed an evasive strategy.

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**Question 3**

- 06** 'French assistance was the main reason for American victory in the War of American Independence.'  
Explain why you agree or disagree with this view. (24 marks)

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

**Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Candidates should be able to make a judgement by balancing points which agree with the view that French intervention paved the way for American victory in the war.

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

- French 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
- Spain was also attracted towards intervention against Britain
- France gave valuable naval, and even some military, assistance to the Colonies, making ultimate American victory inevitable.

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 are may conclude that French intervention was an important factor in securing a relatively speedy outcome to the conflict, but sheer logistical factors from the very outset made a British victory unlikely in what many saw as an unwinnable war.

**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](http://www.aqa.org.uk/umsconversion)