

**GCE**

**History A**

**Y212/01: The American Revolution 1740-1796**

Advanced GCE

**Mark Scheme for Autumn 2021**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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1. **Annotations**

Annotation	Meaning of annotation
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View

**2. Subject Specific Marking Instructions**

Question		Answer	Mark	Guidance
1	(a)	<p><b>Which of the following was the greatest challenge to the early Republic?</b></p> <p><b>(i) Civil disobedience, 1783 - 1786</b>  <b>(ii) Shay’s rebellion, 1786 - 1787</b></p> <p><b>Explain your answer with reference to both (i) and (ii)</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with civil disobedience</b> it might be argued that there were divisions between smaller farmers and larger landowners and between rural and urban interests</li> <li>• Answers might consider the attitude of wealthier merchants who did not want relief for debtors, leading to illegal meetings</li> <li>• Answers might consider the protests from veterans who were still owed wages</li> <li>• Answers might consider the protests by armed farmers in Hampshire County 1786</li> <li>• Answers might consider the actions at Great Barrington where debtors were released from jail, unrest in Rhode Island where they forced the issue of paper money, similarly in New Hampshire</li> <li>• <b>In dealing with Shays’ Rebellion</b> answers might consider size of the force he raised, many of whom were former soldiers</li> <li>• Answers might consider that many of the militia joined Shay</li> <li>• Answers might consider the actions of the legislature in Boston to suppress the rebellion</li> <li>• Answers might consider that only bad weather prevented the rebellion from spreading</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to ‘civil disobedience’ and ‘Shays’ rebellion’</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or may take a continually comparative approach. Either approach is acceptable.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

	(b)*	<ul style="list-style-type: none"> <li>• Answers might consider that wealthy merchants paid for an armed force to suppress the rising</li> </ul> <p><b>How successful was Britain in its wars with France in the period from 1740 to 1763?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that Britain was successful</b> in the War of Austrian Succession answers might argue that Louisbourg was captured</li> <li>• <b>Answers might consider</b> the successful policies of William Pitt in the Seven Years' War</li> <li>• <b>Answers might consider</b> that Britain was also able to defeat France outside America, with success in India and of Frederick the Great in Europe</li> <li>• <b>Answers might consider</b> the defeat of the French navy at Quiberon Bay</li> <li>• <b>Answers might consider</b> the capture of Guadaloupe</li> <li>• <b>Answers might consider</b> the destruction of French power in Canada</li> <li>• <b>Answers might consider</b> the terms of the Treaty of Paris</li> <li>• <b>Answers might consider</b> elimination of France from North America</li> <li>• <b>In arguing that that Britain was not successful</b> it might be argued that the British were unable to send help to the colonists in the War of Austrian Succession</li> <li>• <b>Answers might consider</b> the return to France of Louisbourg at the Treaty of Aix la Chapelle</li> <li>• <b>Answers might consider</b> that the French were more successful in making alliances with the Native Americans</li> <li>• <b>Answers might consider</b> the defeat at Fort Duquesne</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels candidates will focus on how successful but at level 4 may simply list success and failures.</li> <li>• At Level 5 and above there will be judgement as to the success.</li> <li>• At higher levels candidates might establish criteria against which to judge the success.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate facts. If not they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
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<p>2</p>	<p>(a)</p>	<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> early defeats in the Seven Years War</li> </ul> <p><b>Which of the following had the greater impact on relations between Britain and the colonies?</b></p> <p><b>(i) The Declaratory Act (1766)</b>  <b>(ii) The Tea Act (1773)</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with the Declaratory Act</b> answers might consider that the British government retained its right to legislate or tax the colonies</li> <li>• Answers might consider that the act was greeted with joy in America</li> <li>• Answers might consider the impact of the statement that Parliament had full authority to make laws to bind the colonies and people of America in all cases</li> <li>• Answers might consider that the colonies believed that in being firm they could defy Britain</li> <li>• <b>In dealing with the Tea Act</b> answers might suggest that it was a miscalculation as the colonies wanted the duty lifted, not a reduction</li> <li>• Answers might consider that the act was another attempt at parliamentary taxation and destruction of the independence of their assemblies</li> <li>• Answers might consider the threat of violence that followed</li> <li>• Answers might consider tea agents were forced to resign following intimidation</li> </ul> <p><b>Assess the reasons why Britain was unable to defeat</b></p>	<p>10</p>	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to ‘The Declaratory Act’ and ‘The Tea Act’</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or may take a continually comparative approach. Either approach is acceptable.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul> <ul style="list-style-type: none"> <li>• No set answer is expected</li> </ul>
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	(b)*	<p><b>the American colonists during the period from 1775 to 1777.</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that the actions of the colonists were important,</b> answers might consider the importance in taking Ticonderoga</li> <li>• <b>Answers might consider</b> the importance of spreading the war to Canada and beyond Massachusetts</li> <li>• <b>Answers might consider</b> the impact of the colonial victory at Trenton, which boosted morale and enhanced Washington’s reputation</li> <li>• <b>Answers might consider</b> the impact on heroism of the action at Germantown which increased support for the colonists</li> <li>• <b>Answers might consider</b> the importance of Saratoga</li> <li>• <b>In arguing that other factors were more important,</b> answers might consider the British failure to inflict defeat on the forces besieging Boston at Bunker Hill and the how the heavy casualties boosted colonial morale and support</li> <li>• <b>Answers might consider</b> the failure of the British to make the best use of loyalism</li> <li>• <b>Answers might consider</b> the failings of the British commanders, Howe and Burgoyne</li> <li>• <b>Answers might consider</b> the failure of Carleton to bring his Canadian forces south and Clinton’s inability to bring his forces up from New York, which led to defeat at Saratoga</li> <li>• <b>Answers might consider</b> that even after British victories, once they left the area colonialists recovered it</li> <li>• <b>Answers might consider</b> the problem of communication with Britain</li> <li>• <b>Answers might consider</b> the impact of French money and arms</li> </ul>	20	<ul style="list-style-type: none"> <li>• At higher levels candidates will focus on assessing to what extent but at level 4 may simply list reasons for and against the statement.</li> <li>• At Level 5 and above there will be judgement as to what extent.</li> <li>• At higher levels candidates might establish criteria against which to judge whether Napoleon achieved his foreign policy aims</li> <li>• To be valid judgements, claims must be supported by relevant and accurate facts. If not they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
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			<ul style="list-style-type: none"><li>• <b>Answers might consider</b> the failure of the British to secure a quick victory which encouraged resistance</li></ul>		
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APPENDIX 1 – this contains a generic mark scheme grid

	<i>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.</i>
	<b>Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>
<b>Level 6</b> 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
<b>Level 5</b> 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
<b>Level 4</b> 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
<b>Level 3</b> 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
<b>Level 2</b> 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
<b>Level 1</b> 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

	<i>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.</i>
	<b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>
<b>Level 6</b> 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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