



Oxford Cambridge and RSA

**GCE**

**History A**

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

A Level

**Mark Scheme for June 2022**

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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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**MARKING INSTRUCTIONS****PREPARATION FOR MARKING  
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

**5. Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

**Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:


- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response: Not applicable in F501
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. 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

## 12. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p><b>Which of the following had a greater impact on the strength of Britain’s position in America? (i) The War of Austrian Succession (ii) The Seven Years War</b>  <b>Explain your answer with reference to (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that (i) had a greater impact</b> answers may refer to the victory of the colonists against the French at Louisbourg in 1745.</li> <li>• Answers may refer to the return of Louisbourg to the French at Aix la Chapelle</li> <li>• Answers may refer to the aftermath and the decision by settlers to attempt the control of the Ohio Valley</li> <li>• Answers might consider that the French were able to retain control and were constructing Fort Duquesne</li> <li>• <b>In arguing that (ii) had a greater impact</b>, answers could refer to the initial defeats of the British at fort Oswego and Fort William Henry.</li> <li>• Answers could refer to later British victories at Fort Frontenac and Duquesne.</li> <li>• Answers could refer to the naval victory at Quiberon Bay which prevented France from sending reinforcements</li> <li>• Answers could refer to the destruction of French power in Canada following the capture of Quebec</li> <li>• Answers might refer to the favourable terms of the Peace of Paris of 1763</li> </ul>	<p><b>10</b></p> <p><b>20</b></p>	<p>The indicative content lists features of the period studied that relate to the question set.  <u><b>Neither significance nor relative importance are attributed to the features listed.</b></u>  The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</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 question.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or 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>

Question	Answer	Mark	Guidance
1 (b)*	<p><b>To what extent was American unity the reason for the British defeat in the American Revolution 1774–1783?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that American unity was responsible answers might consider that</b> this was not a dynastic war and many Americans were motivated by the political ideals of the republic which provided unity</li> <li>• Answers might consider that the war did bring about ‘a nation in arms’ and that some 200,000 men fought from across the social spectrum.</li> <li>• Answers might consider that many believed they were defending their homeland</li> <li>• Answers might consider the role of the Continental Army</li> <li>• Answers might consider that most Americans were committed to what they considered the ‘Glorious cause’</li> <li>• Answers might consider how the Continental Congress had brought some degree of unity to the thirteen separate states</li> <li>• Answers might consider the role of John Adams in ensuring the ‘thirteen clocks were made to strike together’</li> <li>• <b>In arguing that other factors were more important answers may suggest</b> that the leadership of Washington was crucial.</li> <li>• Answers might consider the role of the militias</li> <li>• Answers may discuss the importance of foreign support from France in particular, but also Spain and the Netherlands</li> <li>• Answers may consider the failure of North’s government, overestimating loyalism and the scale of the initial rebellion.</li> <li>• Answers may suggest North was not a great war leader</li> <li>• Answers may consider the failures of Howe, Clinton and Burgoyne, as well as British admirals.</li> <li>• Answers may consider the importance of the Continental Army</li> <li>• Answers may consider the importance of American diplomats.</li> </ul>		<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on ‘to what extent’ but at Level 4 may simply list the factors Leading to British defeat</li> <li>• At Level 5 there will be judgement as to the relative importance of the reasons.</li> <li>• At higher levels candidates might establish criteria against which to judge the relative importance of Howe to British defeat.</li> <li>• To be valid judgements, claims must be supported by accurate and relevant material, 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 the descriptions in the levels mark scheme.</li> </ul>



Question		Answer	Mark	Guidance
2	(a)	<p><b>Which of the following was more important in the decision of the American colonies to declare their independence?</b></p> <p>(i) Economic factors (ii) Ideology</p> <p><b>Explain your answer with reference to (i) and (ii)</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing (i) was more important, answers might refer to</b> the mention of trade grievances in the Declaration, albeit only once.</li> <li>• Answers might argue that in fact the mercantilist system benefited the colonists and therefore was a factor against independence</li> <li>• Answers might argue that taxation was not an issue as they were lightly taxed.</li> <li>• Answers might argue that it was the principle of taxation, not the tax that was the issue</li> <li>• <b>In arguing that (ii) was more important, answers might refer to</b> the importance of rights and liberties and the limits of royal power</li> <li>• Answers might argue that the colonists were Englishmen and therefore entitled to the same rights and liberties.</li> <li>• Answers might consider that a small evil clique of British ministers wanted to destroy their liberties</li> </ul>	10	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</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 question.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or 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>

Question		Answer	Mark	Guidance
2	(b)*	<p><b>‘How successful were the British in achieving hegemony in America in the period from 1740 to 1765?’</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that the British were successful in achieving hegemony answers might argue</b> that British campaigns in the period were highly successful</li> <li>• Answers might argue that Louisbourg was recaptured in the Seven Years War</li> <li>• Answers could argue that the capture of Frontenac cut links between the Mississippi and Canada, increasing British dominance.</li> <li>• Answers could argue that the capture of Fort Duquesne increased British hegemony.</li> <li>• Answers could refer to the British naval victory at Quiberon Bay which prevented the French from sending reinforcements and therefore allowed British control to increase its hegemony</li> <li>• Answers could suggest that the British achieved hegemony in Canada with Wolfe’s victory at Quebec</li> <li>• Answers might consider the success of William Pitt</li> <li>• Answers might consider the 1763 Proclamation Act and the ‘Plan of 1764’.</li> <li>• <b>In arguing that the British were not successful in achieving hegemony answers might stress</b> the interventions of the French and Native Americans</li> <li>• Answers could argue that Louisbourg was handed back at Aix la Chapelle, maintaining French influence</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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 successes and failures.</li> <li>• At Level 5 there will be judgement as to the relative success.</li> <li>• At higher levels candidates might establish criteria against which to judge the reasons for decline.</li> <li>• To be valid judgements, claims must be supported by accurate and relevant material, 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 the descriptions in the levels mark scheme.</li> </ul>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• Answers could argue that the French were able to build a series of forts from Lake Erie and down the Allegheny River and therefore preserve their power.</li> <li>• Answers could argue that at Fort Duquesne Washington was forced to surrender and Braddock was routed, suggesting the British were unable to achieve dominance</li> <li>• Answers might consider the defeats at the start of the Seven Years war which lessened British dominance</li> <li>• Answers might consider the failure of the Albany Congress</li> <li>• Answers might consider the fluctuating relationship between the British, the French and native Americans</li> <li>• Answers might consider that Native American war parties were able to devastate frontier settlements, suggesting British dominance had not been achieved</li> </ul>		

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.

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