

AS
HISTORY
7041/2G

The Birth of the USA, 1760–1801

Component 2G The origins of the American Revolution, 1760–1776

Mark scheme

June 2022

Version 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

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

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining colonial reactions to the 'intolerable' Acts of 1774? **[25 marks]**

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and having little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **1-5**
- Nothing worthy of credit. **0**

Indicative content

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

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

Source A: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- it is an extract from the Articles of Association, at the First Continental Congress in Philadelphia. The Articles of Association was an official colonial assembly document so will be widely available. It gives an insight into the intentions of the colonists in relation to the 'intolerable' Five Acts which were punitive measures passed by Lord North's ministry to chastise the colonies for the Boston Tea Party, 1773
- the purpose of the source is valuable as the First Continental Congress met to 'consult upon the present unhappy state of the colonies' showing the dissatisfaction the colonists felt towards the 'intolerable' Acts
- the tone of the source is passionate and hostile using phrases such as 'enslave', 'intolerable and oppressive'. Also, the tone is formal, using phrases like 'most loyal subjects', 'allegiance'. This is valuable as although showing respect to George III, it also demonstrates the strength of feeling against the Acts.

Content and argument

- the source argues that the Five Acts that have been passed by the British government, have been oppressive with an aim to 'enslave' the colonies and that the Acts are cruel and are destructive to the lives, liberty and property of the towns of Boston and Massachusetts. This is valuable as it is showing the impact of the Acts which resulted in colonial reaction
- the source states allegiance to the Crown and directs its grievances towards the 'Acts of Parliament'. This is valuable in showing that the colonists are keen to show their allegiance to the King, suggesting that the colonies are still happy to be part of, and ruled by, the British Empire
- the source concludes with a list of actions the colonies felt justified in taking, 'non-importation, and non-exportation agreement', this is valuable as it shows that the colonists wanted to demonstrate their objections and achieve peaceful resolution.

Source B: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- the source published in The Massachusetts Gazette, a colonial loyalist newspaper, was written by Daniel Leonard, who argued the case for submission to the Crown. Leonard's source is regarded as one of the ablest statements of the Loyalist case by an American. By giving his statement in a newspaper, the author is intending to spread his message widely in Boston, and Massachusetts, and it is therefore likely that others would support his view
- the date is significant as by 1775, Massachusetts was close to the state of rebellion. The author is therefore reflecting on the actions of the colonists, in order to highlight that the colonists are subjects of the British and that colonial protection is 'reciprocal' and based on 'allegiance' to British rule
- the tone is patriarchal and preachy in highlighting that the colonies are 'subordinate' to Britain.

Content and argument

- the source acknowledges the role of the British government and its sovereignty over the colonies in its Empire; this is significant in suggesting that the colonists are subject to be controlled and protected by the British
- the source discusses that the colonies benefit by the British Empire 'protecting the people from internal greed and violence and from foreign invasion'. This is building an argument that the colonists are British subjects and that protection 'works both ways' and therefore should succumb to all aspects of British rule
- the source concludes that the colonists are 'subordinate' to the British.

In arriving at a judgement as to which source might be of greater value, students might conclude that Source A is of greater value, as it is a primary document from the First Continental Congress, which had arisen 'to consult upon the present state of the unhappy colonies' as a result of the 'intolerable' Five Acts, thus, the First Continental Congress represented all of the colonies with the exception of Georgia. However, students might also arrive at the judgement that Source B is of greater value, as it represented the view of many colonists and loyalists, who were not seeking to break away from the British Empire, and recognised the protection they received and that the colonies were subject to British sovereignty.

Section B

- 02** 'In the years 1763 to 1766, the main cause of division between the colonies and Britain was westward expansion.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

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

Arguments suggesting in the years 1763 to 1766, the main cause of division between the colonies and Britain was westward expansion might include:

- westward expansion required a clear policy to reconcile the needs of land settlement, the fur trade and Native Americans, therefore diminishing extensive and uncontrolled westward expansion. This control caused divisions between Britain and the colonies
- after 1763, Americans no longer feared a French threat from Canada. This encouraged westward expansion which resulted in conflict with the Native Americans and caused divisions between Britain and the colonies
- in February 1763, the new Prime Minister, the Earl of Bute, made it clear that the colonies should contribute to the expense of their defence, suggesting that Britain would not be willing to pay for defence against Native American attacks arising from westward expansion
- Britain emerged from the Seven Years War with a vastly increased national debt. Some politicians were angry that the colonial governments had done little to contribute to their own defence during the war. This was exacerbated by Pontiac's rebellion which resulted in the Proclamation Line, 1763, and a standing army in the colonies.

Arguments challenging the view suggesting in the years 1763 to 1766, the main cause of division between the colonies and Britain was westward expansion might include:

- the colonial-British relationship was strong in 1763. There were strong bonds of affection and a colonial pride in their British heritage. Victory in the Seven Years War strengthened these bonds and their pride towards the motherland suggesting there were not deep divisions
- during the Seven Years War, mutual contempt had developed between some Americans and British soldiers
- the end of salutary neglect and imposition by the British of a variety of Acts of Parliament 1763–1765 led to deep divisions and colonial arguments regarding 'no taxation without representation'
- the colonial reaction to the Stamp Act, led to its repeal, but the Declaratory Act 1766, highlighted divisions between Britain and its American colonies.

Students may argue for or against the validity of the statement. Students may argue that as a result of an increase in pride and prestige from the victory in the Seven Years War, Britain would support westward expansion to increase their power and imperial status, as the world's greatest imperial power. Alternatively, students may point to the grievance held by many British politicians that the colonies had failed to contribute to their defence, and were also undermining British imperial authority by smuggling, and as such, this led to divisions between Britain and the colonies as Britain imposed its sovereignty over the colonies ending the period of salutary neglect.

- 03** 'British policies and actions, in the years 1774 to 1775, were responsible for the outbreak of hostilities with the American colonies.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

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

Arguments suggesting that British policies and actions, in the years 1774 to 1775, were responsible for the outbreak of hostilities with the American colonies might include:

- the Coercive Acts, 1774, and increasing numbers of British troops fuelled tension
- Gage's ineffective action against the 'Sons of Liberty' enabled them to continue building up resentment in 1774 and 1775
- Gage's decision to capture Sam Adams and John Hancock and seize colonists' weapons, led to hostilities at Lexington and a retreat from Concord, although Gage was likely to have been acting on the Earl of Dartmouth's instructions
- Gage ordered full frontal assaults on Bunker Hill (although this had been provoked by colonists) which compelled confrontation.

Arguments challenging the view that British policies and actions, in the years 1774 to 1775, were responsible for the outbreak of hostilities with the American colonies might include:

- the Second Continental Congress, May 1775, took charge of conducting war and placed a quota on each colony to raise a Continental army
- colonies had openly defied parliamentary laws by preventing British soldiers carrying out their duties, raised the Minute Men and stockpiled munitions
- newspaper and pamphlets fuelled colonial discontent. The Suffolk Resolves declared the Coercive Acts as null and void, and by early 1775, colonies had expelled British traditional authority with extra-legal conventions and Committees of Safety
- the colonists were integral in the outbreak of hostilities in Lexington 1775.

Students may largely agree with the question, arguing that British actions with the Coercive Acts and increased military presence fuelled tension in Boston and led to the outbreak of hostilities with the American colonies at Lexington, Concord and Bunker Hill. Equally, students may argue that the colonial response to the Coercive Acts was unjustified and that newspapers, pamphlets and Committees of Safety fuelled resentment to British authority which led to the outbreak of hostilities in 1775. Alternatively, students may argue that both sides were responsible and point to the provocation of the British military presence in Boston and the Second Continental Congress directive to stockpiling weapons and raising of the Minute Men which resulted in the outbreak of hostilities in 1775.