

AS
HISTORY
7041/2G

The Birth of the USA, 1760–1801

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

Mark scheme

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Version: 1.0 Final



2 4 6 A 7 0 4 1 / 2 G / M S

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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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

- 0 1** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining colonial attitudes towards Britain in the years 1774 to 1776?

[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

- Thomas Jefferson was a member of the Virginia House of Burgesses. Reverend Clay was a lifelong friend of Jefferson, and zealous patriot minister of St Anne's parish. The source is valuable in showing the views of critical members of the colonial Burgess elite in their response to British control over the colonies, such as calling for unity of the people of St Anne in a day of fasting and prayer on 23 July
- the source is a speech to the people of St Anne, making it valuable in showing the influence of colonial leaders on the people in imposing their feelings and directing opposition to British rule
- the tone is direct and persuasive with an emphasis on prayer to implore the people to unite in pious opposition and emphasises the 'hostile activities' which threaten their loss of liberty and a 'civil war'. This is valuable in showing the colonial leaders' views regarding British control, highlighting the deteriorating relationship and implying that the British were responsible for the 'dangers' facing them.

Content and argument

- the source shows how seriously the members of the House of Burgesses viewed the British-colonial relationship. This is valuable in showing the colonial response of an 'oppressed people' who have suffered at the hands of British control
- the source suggests the people are righteous, and the British are at fault, the people should appeal to God to intervene and stop oppressive British control. This is valuable as it shows a peaceful colonial response directed by colonial leaders towards British control. There was growing opposition among colonists after the Quebec Act (1774) which had inflamed the colonies and was regarded as a confirmation of Britain's intention to subjugate the whole of North America under authoritarian forms of government
- the source shows that the elite regard 'King George, His Majesty, His Ministers, and Parliament' responsible for the 'hostile activities' against them. This is valuable as in 1774, Jefferson published 'A Summary View of the Rights of British America' in which Jefferson said the British Parliament had no right to exercise authority over Americans. Also, the reference to 'His Majesty' is valuable in showing colonies after 1774 associated the Crown with the oppression, not just Parliament.

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

Provenance and tone

- Thomas Paine was one of the most famous radicals of the time. Although he had been a failure in Britain, he arrived in America late 1774 and quickly became involved in radical politics. His writing was significant in the American War of Independence and support of the French Revolution. His writing is valuable in understanding the ideological origins of the Declaration of Independence
- the source is a pamphlet that sold a lot of copies in three months throughout all the thirteen colonies, becoming one of the most influential pamphlets of the 1770s. This is valuable in showing the appeal of radical attitudes by the common people towards the British Crown and policies
- the tone of the source is forceful and straightforward. It is written in a style and language that made it accessible to all Americans and related the fate of the colonies to issues that the readers could understand.

Content and argument

- Paine argues that there was no benefit through reconciling colonial relations with Great Britain. This is valuable in explaining the impasse the colonies had reached following fighting with the British at Lexington and Concord, the Second Continental Congress and rejection of the Olive Branch Petition in 1775
- the source clarifies that there are strong economic reasons for breaking free from Britain. This is valuable in highlighting the strength of trade within the colonies and that their goods would be marketable elsewhere
- the source counters the loyalist response of remaining tied to Britain, by emphasising the failed attempts at reconciliation, which had only increased British obstinacy. It suggests that any reconciliation would be fragile and likely to lead to conflict. He states that the only response to British control was independence which would secure 'peace and preserve us (the colonies) from civil wars'. This is valuable as the pamphlet instigated the momentum for independence within the colonies, with many local organisations urging Congress to declare independence early in 1776 and sever ties with Great Britain.

In arriving at a judgement which source might be of greater value, students might argue that Source B is more valuable because the author was one of the most radical key figures at the time and more significant in influencing colonial responses towards the British as it had a wider appeal across all thirteen colonies. Source B was also the turning point in changing the colonial response towards independence, whilst Source A shows a more passive, pious attitude. On the other hand, students may argue that Source A is more valuable as it was an address by leading members of Virginia, showing the response and influence of the elite for loyalty towards the British.

Section B

0 2 'In the years c1760 to 1763, the economic development of the colonies was held back by British control.'

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 supporting the view that in the years c1760 to 1763, the economic development of the colonies was held back by British control might include:

- the purpose of colonial trade was to supply the mother country with raw materials, buy its manufactures and provide employment for shipping. The British passed many acts which established a British monopoly over the colonial market, products and carrying trade, all of which held back colonial economic development
- the war against France brought interruptions to colonial trade and revenue, restricting economic development
- the war revealed the colonial practice of smuggling, as the British issued writs allowing the British Navy to search ships for contraband, curbing colonial economic activity
- most British politicians in 1763 believed that imperial control should increase to maintain the British troops controlling the newly extended North American empire and prevent Native American attacks. As a result, the Proclamation of 1763, hindered the dream of western expansion, and potential economic development especially in the western colonies.

Arguments challenging the view that in the years c1760 to 1763, the economic development of the colonies was held back by British control might include:

- the colonial economy benefited during the Seven Years War, eg. many Americans were well paid to fight with the British against the French and victory offered a virtual monopoly from other countries' ships in North Atlantic trade
- many free Americans (around 80%) were farmers, of which about 70% of the land was owned and not farmed by tenants, and in every colony, there was a hierarchical social structure of the wealthy elite – great landowners, planters, wealthy merchants, followed by professionals – ministers, lawyers, doctors and schoolmasters, next were property holders, then tenant farmers to slaves, suggesting colonial economic development was not held back by British policies
- business and industry were developing in the North with rum production, shipbuilding and several ironworks, and some limited similar developments in the middle colonies, although almost none in the South
- the colonies benefited economically from a protected market. Also, the policy of salutary neglect and the laxity in imposing mercantilism suggests that Britain had little interest in the colonies and mostly left them to their own devices, eg. the colonists paid fewer taxes than British taxpayers.

Students may argue that c1760–1763, British policies and mercantilism held back the economic development of the colonies as it regarded them as a source of revenue and ensured a British monopoly, restricting colonial economic growth. Equally, students may argue that the colonies were not held back by British policies, suggesting that the colonies enjoyed a protected market, which enabled the colonies to develop in business and industry. Alternatively, students may argue the British policy of salutary neglect left the colonies to their own devices, enabling them to undermine mercantilism through smuggling. Also, the colonies benefited from the Seven Years War, receiving good money to fight and that victory removed the threat of competition in North Atlantic trade, enhancing colonial economic development.

0 3 'The colonial elites were more significant than movements from below in challenging British rule in the years 1765 to 1770.'

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 supporting the view that the colonial elites were more significant than movements from below in challenging British rule in the years 1765 to 1770 might include:

- the Stamp Act affected professionals, including merchants, planters, lawyers, and printer-editors. These elites led the opposition in the Stamp Act Congress in October 1765, which comprised 27 delegates from 9 colonies, all of which were men of high social standing, highlighting the dominance of elites in challenging British rule
- Patrick Henry, a planter and lawyer, inspired the Virginia Resolves from the Virginia House of Burgesses and, by autumn 1765, 8 other assemblies had passed resolutions condemning the act and denying Parliament's right to tax the colonies. Many also drew up petitions to the Crown and Parliament appealing for the act's repeal
- colonial elites attacked the Townshend measures intellectually, eg in 1768, John Dickinson's 'Letters of a Pennsylvania Farmer', argued that Britain did not have the right to tax them without their consent. The letter was printed in most colonial newspapers
- colonial elites attacked the Townshend measures politically, eg in 1768, the Massachusetts assembly sent out a circular letter denouncing the Townshend measures as a violation. Seven other colonial assemblies approved the letter, endorsing the view that the British government was trampling on American liberties and that there should be no taxation without American people's consent.

Arguments challenging the view that the colonial elites were more significant than movements from below in challenging British rule in the years 1765 to 1770 might include:

- the Sons of Liberty were significant in challenging the Stamp Act, and many of its members were ordinary townfolk, merchants and artisans who directed crowd action
- the principal groups involved in the unrest in Boston in 1768 to 1770 were classes from below. The day-to-day experience and hardship of ordinary people in Boston created a tense relationship with the British soldiers, eg the Boston Massacre, 5 March 1770, arising from mobs hurling hard-packed snowballs at British soldiers, resulted in the repeal of the Townshend duties in 1770
- crowd resistance was vital in leading to the resignation of stamp distributors; examples included mob action against Oliver and Hutchinson in Boston in August 1765. Also, the Stamp Act was nullified by mob action; if no one was prepared to be a stamp distributor, the British could not levy the stamp duties
- non-importation led to the formation of unofficial committees of inspection against merchants who did not comply – mobs broke into warehouses, damaged goods and threatened violators with violence, including tarring and feathering. This strengthened the resolve of colonists who were keen to stem the tide of luxury goods which undermined the simplicity and virtue of colonial life.

Students may argue that the elites were more significant in challenging British rule as their principle of no taxation without representation spread across the colonies and helped to unite the colonial assemblies in their response against the British, which contributed to the repeal of the Stamp Act and Townshend duties. Alternatively, students may argue that although actions by the colonial elite were significant, it was the fear of mob action that led to difficulties in recruiting stamp distributors, which meant the British could not levy the tax. And that mob action against British soldiers, in 1770, led to the repeal of the Townshend duties, as the British had insufficient troops to impose order. Equally, students may argue that the actions of the elites built up momentum in resisting British rule with influential pamphlets fuelling reactions from movements from below, that subsequently turned a mob hurling snowballs into a Boston Massacre.