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# A-level HISTORY 7042/2G

Component 2G The Birth of the USA, 1760–1801

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Mark scheme

June 2024

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.

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](http://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, assess the value of these three sources to an historian studying the issue of slavery in the 1780s.

**[30 marks]***Target: AO2*

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

**Generic Mark Scheme**

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25–30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19–24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13–18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7–12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1–6**
- 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.**

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

### Provenance, tone and emphasis

- taken from a meeting of slave owners, this is valuable for offering insight into the view of slave owners in Virginia and their coordinated resistance to a proposal by the Virginia Assembly to end slavery. However, the one-sided, exaggerated view limits the value of the source
- by 1785, the spirit of the American Revolution inspired many Americans, and contextual knowledge may be used to support that some states were passing laws allowing slave owners to set slaves free
- the purpose of the source was to appeal against ending slavery in Virginia. The emphasis aims to convince others to support the petition to prevent laws being passed that stopped slavery, limiting its value
- the graphic tone paints a picture of the horrors if slavery ended, suggesting it would ‘cause a crime wave’. However, phrases such as ‘revengeful outlaws’, and ‘cause poverty, distress, and ruin to the free slaves’ limit the value by affirming the one-sided nature of the source.

### Content and argument

- the argument shows the strong feelings held by slave owners in keeping their slaves. This is valuable in showing the Virginia slave owners’ view, that slaves were property, and that Americans were as bad as the British in trying to remove their property
- the claim – they ‘risked their lives and fortunes’ is exaggerated, limiting the value
- the comparison of the havoc and misery for White Americans, and the ‘neglect and poverty’ of the African-American children and elderly, is valuable in showing the belief that many White Americans believed slavery benefited both races and stopping slavery would bring ‘bankruptcy’ and a ‘crime wave’. However, the claim that ending slavery would ‘ruin the flourishing, free and happy country’ is one-sided, limiting the value of the source
- the reference to ‘solemnly insist and humbly pray’ for the rejection of this new law has value. By 1785, many states were debating slavery. The vehemence of the Virginia slave owners to keep slavery showed the economic and political importance of slavery in the early years of the Republic.

**Source B: in assessing the value of this source, students may refer to the following:****Provenance, tone and emphasis**

- taken from a pamphlet by John Jay, a Federalist, to the people of New York. His pamphlet responded to the national debate that divided the North and South. This is valuable as the North wanted slaves excluded from representation, but included for taxation. In contrast, most Southern Whites wanted slaves included in the population total for representation but left out for taxation liability. The one-sided view limits the value of the source
- the date 17 September 1787 is valuable, can be contextually supported such as the draft Constitution to reconcile divisions, although approved, had not been ratified
- the purpose of the source was to appeal to the citizens of New York to accept the Constitution. The reference to 'gradual freedom might be granted' would help to persuade Americans who were against slavery to support the Constitution
- the graphic tone paints the picture that the issue of slavery threatened to 'destroy America'. The exaggerated emphasis limits its value.

**Content and argument**

- the source highlights the lack of foresight in the Articles of Confederation. This is valuable in showing the demands for a stronger national government. However, the inference that the weak government resulted from a lack of wisdom, limits its value, further context can be used to support this
- further claims that there was 'disharmony' between the states although contextually valuable, the exaggeration 'it will poison' America limits its value
- the comparison of the 'emancipation of all slaves' and 'gradual freedom' and reference to the gradual freedom of slaves by the Spaniards and French is valuable in showing an argument to appeal to many White Americans who believed slavery was wrong
- the reference to 'the wisdom of Congress' is valuable in appealing to people to leave the decision over slavery to Congress and to quell the ongoing debate about slavery which was an obstacle in the future of America.

**Source C: in assessing the value of this source, students may refer to the following:****Provenance, tone and emphasis**

- Hamilton's speech helped to persuade States to accept the three-fifths compromise to achieve a strong national government
- Hamilton was a member of Congress and a founding father, therefore, a key political figure in the 1780s, giving the source some value
- by the time Hamilton gave his speech, eight States had ratified the Constitution, contextual knowledge may be used to support
- the straightforward tone and emphasis on the benefits of the compromise are valuable in showing the political and economic importance of slavery in the early years of the Republic.

**Content and argument**

- the speech responds to the debate about the divisions between the North and South over slavery; there are references to the advantages of the three-fifths compromise and further context may support this, including the formula whereby a slave was counted as three-fifths a person for both representation and direct taxation
- Hamilton refers to the different commercial interests of the North and South; this is valuable and supported contextually, for instance, reference to interstate disharmony and sectional animosity in the 1780s

- Hamilton acknowledges that slavery was degrading and has contextual value that many Americans believed slavery conflicted with the principles of freedom which belied the revolution
- Hamilton concludes that the compromise will benefit 'all the States in the Union', and value could be supported with evidence of the powers of the state under the new Constitution including slavery, suffrage, and interstate commerce.

**Section B**

**0 2** To what extent was the crisis in Boston in 1770 the result of British policies since 1765?

**[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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16–20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is 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 crisis in Boston in 1770 was the result of British policies since 1765 might include:**

- the Stamp Act 1765 caused ideological debate, economic sanctions, and mob action against the British
- the Townshend duties, 1767, exacerbated colonial resistance to British rule
- the British handling of John Wilkes resulted in the Wilkesite movement and the view that the British government was intent on suppressing liberty on both sides of the Atlantic
- the British appointment of the Earl of Hillsborough, as President of the Board of Trade, in January 1768. Hillsborough opposed any concessions with the American colonists heightened anti-British feeling
- the British policy to station troops in Boston fuelled animosity between the British troops and Bostonians.

**Arguments challenging the view that the crisis in Boston in 1770 was the result of British policies since 1765 might include:**

- the radicalism and actions of the Sons of Liberty increased colonial resistance to the British
- intellectual and political response (such as Dickinson's letter 1768 and assembly circular letters) advocated resistance and increased anti-British feelings
- Bostonian newspapers exaggerated stories of the brutality of British troops fuelling anti-British sentiment in the years
- the Sons of Liberty turned the funeral of an eleven-year-old boy, into an anti-British demonstration, on 22 February 1770
- colonists antagonised the British troops causing the killing of five Bostonians on 5 March 1770 and Sam Adams' portrayal of a deliberate British massacre by British troops resulted in the crisis in Boston in 1770.

Students should be able to identify and evaluate several challenges in the years 1765 to 1770 that were important in causing the crisis in Boston in 1770. Some may argue that events in 1770 resulted from British policies since 1765 referring to events such as the Stamp Act crisis, Townshend duties, the appointment of Hillsborough, and the stationing of British troops in Boston. Equally, students may argue colonial resistance, newspapers and actions of the Sons of Liberty lead to the crisis in Boston in 1770. Answers that have an imbalance, should be awarded on merit, for the depth and detail of information and judgment for the question. Reward any well-argued essay that provides a judgment.

**0 3** 'The most important reason why the colonies moved towards independence from Britain, in the years 1774 to 1776, was the influence of Thomas Jefferson.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16–20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is 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 most important reason why the colonies moved towards independence from Britain, in the years 1774 to 1776, was the influence of Thomas Jefferson might include:**

- Jefferson earned a reputation as a forceful advocate of revolutionary principles. By 1774, he was actively involved in organising opposition to British rule, and in his pamphlet 'A Summary View of the Rights of British America' he articulated reasons for colonial independence
- Jefferson was a representative in the House of Burgesses from 1769 until 1776. He was one of the Virginian's delegates in the Revolutionary Conventions, influencing the First Continental Congress to deny British authority over the colonies in the Declaration of Rights and Grievances, October 1774
- the Second Continental Congress adopted Jefferson's 'Declaration of the Causes and Necessities of Taking up Arms', on 6 July 1775. This was influential in convincing colonists of the justice of their cause to rebel against the British
- Jefferson was the main author of the Declaration of Independence, July 1776, which asserted that the American colonies were an independent nation – the United States of America – and were no longer subject to British rule.

**Arguments challenging the view that the most important reason why the colonies moved towards independence from Britain, in the years 1774 to 1776, was the influence of Thomas Jefferson might include:**

- the actions of the British, including the Coercive Acts, and the appointment of General Gage in 1774, influenced colonial opposition to the British, with the creation of the First Continental Congress, which opened up discussions over British authority and colonial independence across the colonies
- the rejection of the Olive Branch Petition, in July 1775, by George III, ended colonial hopes of reconciliation, influencing the colonies to move toward independence
- the breakout of hostilities in 1775–1776 in battles including Lexington, Concord, and Bunker Hill, transformed the political struggle into a military conflict, moving the colonies toward independence
- Thomas Paine's 'Common Sense', in January 1776, was important in influencing the colonies to move toward independence.

Students may regard the influence of Jefferson's political standing, and writings as important in moving the colonies towards independence from Britain. He incited the colonies to rebel against British tyranny and authority and opened up discussions of a move toward colonial independence. Equally, students could regard the actions of the British – the Coercive Acts, the appointment of General Gage, and the rejection of the Olive Branch Petition – as important reasons for moving the colonies toward independence. Moreover, students may regard the outbreak of hostilities and Thomas Paine's 'Common Sense', as important reasons why the colonies moved towards independence from Britain. Answers that have imbalance, should be awarded on merit, for the depth, detail and judgement. Reward any well-argued response showing differentiation between the factors and a supported overall judgement.

**0 4** 'American victory in the War of Independence was due to French intervention.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16–20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is 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 American victory in the War of Independence was due to French intervention might include:**

- French participation transformed the war from a colonial rebellion into a significant war, with the potential to become a global conflict
- French treaties gave America political credibility and boosted morale, which enabled them to continue fighting for their independence
- French intervention made the war with the Americans a sideshow for Britain as she concentrated on defending her possessions in Gibraltar, Minorca, and the West Indies
- French military and financial help meant Congress could pay and supply its Continental army and continue fighting.

**Arguments challenging the view that American victory in the War of Independence was due to French intervention might include:**

- France only sent 10 000 troops, making little impact on American military strength
- British mistakes and missed opportunities to destroy Washington's army in 1776/77, allowed the Continental army to recuperate
- Washington's leadership, for example, his attack on Trenton, the transformation of the Continental army, enabled America to win the War of Independence
- America's victory at Yorktown in 1781 compelled the British parliament in 1782, to end the military conflict and seek peace negotiations.

Students may argue that the American victory in the War of Independence was due to French intervention. The French political, financial, and military help bolstered American morale and diverted Britain's focus from the war, to protect its possessions from the French, giving the Americans an advantage that resulted in the American victory. Equally, students may argue that British mistakes and the leadership of Washington resulted in America winning the War of Independence. Answers that have imbalance, should be awarded on merit, for the depth, detail and judgement. Reward any well-argued response showing differentiation between the factors and a supported overall judgement.