



General Certificate of Education

June 2013

AS History 1041

HIS2F

Unit 2F

**Challenging British Dominance:
The Loss of the American Colonies,
1754–1783**

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner 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 examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal 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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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:**AS EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a student with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a student with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

June 2013

GCE AS History Unit 2: Historical Issues: Periods of Change

HIS2F: Challenging British Dominance: the Loss of the American Colonies, 1754–1783

Question 1

01 Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to British naval strength in the early stages of the French and Indian Wars. (12 marks)

Target: AO2(a)

Levels Mark Scheme

	Nothing written worthy of credit.	0
L1:	Answers will either briefly paraphrase/describe the content of the two sources or identify simple comparison(s) between the sources. Skills of written communication will be weak.	1-2
L2:	Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed.	3-6
L3:	Responses will compare the views expressed in the two sources, identifying differences and similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	7-9
L4:	Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication.	10-12

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 levels scheme.

Students will need to identify differences between the views of the two sources. For example:

- Source A claims there were major difficulties with the British navy pre-Pitt, but Source B claims the navy had not been neglected post-1748
- Source A claims it took time to refit old ships/build new ships, but Source B claims that under Anson the navy numbered 200 ships, suggesting few problems
- Source A claims it was hard for the British navy to compete with French naval strength, but Source B states the British navy was always comfortably superior to that of France

- Source A claims it was hard to recruit/retain sailors, and that most ships were only partially manned; Source B, however, states that Britain had greater supporting elements (a larger merchant navy, more and better naval personnel)
- Source B states that morale amongst sailors was high, but Source A refers to high numbers of deserters/disease deaths.

Students will need to apply their own knowledge of context to explain these differences. They might, for example, refer to:

- Pitt's clear feeling that there was need for naval reform on taking high office in 1757
- France performed better than Britain in naval terms prior to 1757.

To address 'how far', students should also indicate some similarity between the sources. For example:

- though suggesting the British navy was quite strong pre-1757, Source B acknowledges that not all Anson's 200 ships were fit for warfare
- although emphasising British naval difficulties, Source A does accept that mobilisation was rapid
- both sources suggest effective administration of the Royal Navy under Anson.

In making a judgement about the degree of difference, students may conclude that the pre-1757 navy was far from perfect, though did have some redeeming features that provided a basis on which Pitt was able to build post-1757.

Question 1**02** Use **Sources A, B and C** and your own knowledge.

How important was Pitt the Elder in securing British victory in the French and Indian Wars?

(24 marks)

*Target: AO1(b), AO2(a), AO2(b)***Levels Mark Scheme**

Nothing written worthy of credit.

0

L1: Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**

L2: Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**

L3: Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**

L4: Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**

L5: Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A** clearly suggests that the British navy had been struggling pre-1757, with the situation transformed by the arrival of Pitt.
- **Source B** states that the navy had not been neglected after the War of Austrian Succession, thus by implication Pitt's arrival had only modest impact.
- **Source C** puts considerable emphasis on Pitt and his strategy of global warfare. However, reference is made to the importance of the British navy, 'superior' even before Pitt's emergence, to the role of Hawke at Quiberon Bay, and to the importance of Britain's ability to borrow money.

From students' own knowledge:

Factors suggesting that the role of Pitt the Elder was important might include:

- the zeal, patriotism and determination which Pitt brought, effectively winning over the House of Commons
- the appointment of young, capable commanders on the grounds of merit (Amherst, Howe, Wolfe). Also, Anson appointed First Lord of the Treasury
- the adoption of a global strategy, using events in Europe to supplement strategy in North America
- the granting of subsidies to Frederick the Great, effectively keeping France preoccupied in Europe
- the Militia Act of 1757 led to a substantial increase in the British military.

Factors suggesting that Pitt's role was not important might include:

- the impact of the British navy (blockade, supplies, victory at Quiberon Bay) – the result of decades of steady expansion
- Loudon's strategy as Commander-in-Chief in Canada (1756–7) led to significant improvements in the organisation and supply of the army, not least the integration of regular troops with local militias
- the role of the Duke of Newcastle in arranging finance, organising supplies, eliminating Commons opposition through patronage – in effect, handling all aspects of government except military strategy
- Indian tribes deserted the French, partly because of French arrogance and partly after defeat at Quebec
- Spain remained neutral for most of the war
- the French army and navy had been run down after the Treaty of Aix-la-Chapelle.

Good answers are likely to/may conclude that the role of Pitt the Elder was highly valuable, but has to be seen within the context of a wider range of contributory factors.

Question 2

03 Explain why the British government repealed the Stamp Act in 1766. (12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

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.

Answers should include a range of reasons as to why Rockingham's government repealed the Stamp Act in February 1766.

Students may refer to some of the following long-term factors:

- the colonists had been concerned about the 1763 settlement after the French and Indian Wars, including the prospect of long-term financial obligations and military occupation, and the ban on westward expansion
- the 1764 measures (notably the Sugar Act) further increased colonial resentment.

And some of the following short-term/immediate factors:

- the colonists regarded the Stamp Act (1765) as internal taxation (which was totally unacceptable), in contrast to the Sugar Act (which was merely trade regulation)
- colonial legislatures protested through their agents in London, but were largely ignored

- the Virginia Assembly passed a series of resolutions in May 1765 condemning the Stamp Act on constitutional grounds, with other colonial legislatures following this lead
- violence followed in Boston in August 1765, when an attack on a Stamp Act official's home prompted his resignation, and led to further attacks and widespread resignations, thus raising concerns in Britain that the whole administrative structure might collapse
- the Stamp Act Congress met in New York in Oct/Nov 1765, declaring 'taxation without representation' unconstitutional, and establishing a boycott of all British goods
- after Stamp Act repeal (Feb 1766), the government intended to introduce a Declaratory Bill, to remind colonists and concerned British politicians that Britain still retained the right and power to control colonial affairs.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might contrast the degree of opposition caused by the Stamp Act with that stimulated by the Sugar Act or by British retaliation to colonial actions.

Question 2

- 04** 'Relations between Britain and her American colonies deteriorated in the years 1763 to 1770 because of the policies of the British government.'
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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 should be able to make a judgement by balancing evidence which supports the view given against that which does not.

Evidence which agrees that British policies caused a deterioration in Anglo-colonial relations might include:

- the Proclamation Line (1763) – aimed at conciliating Britain’s wartime Indian allies, but alienating the colonists because of the impact on westward expansion
- the Sugar Act (1764) – actually reduced the duty on foreign molasses, but seen as increased interference by the British government
- the Stamp Act (1765) – seen by colonists as internal taxation rather than merely trade regulation
- the Declaratory Act (1766) – seen as a gesture of intent by Britain, reversing any credit gained by the repeal of the Stamp Act
- Townshend’s Duties (1767) – new range of colonial duties
- the New York Restraining Act (1767) – forced New York to implement the earlier Quartering Act by threatening closure of the New York Assembly.

Evidence which disagrees might include:

- the legislation was largely justified because of the expense incurred by the British government in defending the colonies during the French and Indian Wars, and the need to keep an army in North America for colonial defence
- the British government often attempted conciliation (e.g. repeal of Stamp Act, and most of Townshend’s Duties)
- the colonists had played only a limited role in their own defence during the war, and paid far less taxation than British citizens
- the rise of colonial opposition, manifested in the Stamp Act Congress, and the formation of the ‘Sons of Liberty’ by intellectuals like Sam Adams in 1765
- the role of the British army in the colonies was often at odds with the conciliation policies of the government, notably their role in the Boston Massacre of 1770
- removal of the French threat increased colonial self-confidence and a belief that they could reduce dependence on Great Britain.

Good answers are likely to/may conclude that the various British governments of this period did demonstrate insensitivity and a lack of empathy with the colonists, but that it would have been difficult for any British government to deal with the growing sense of resentment and disaffection amongst the colonists.

Question 3

05 Explain why British forces were defeated at Saratoga in 1777. (12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

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.

Answers should include a range of reasons as to why British forces were defeated at Saratoga.

Students may refer to some of the following long-term factors:

- failure of Germain and other British politicians to give clear guidance to British commanders in North America
- British forces were more used to conflict within Europe and had difficulty adjusting to the North American terrain
- personal limitations of some of the British commanders (Burgoyne moved slowly, Howe's lack of decisiveness after initial successes).

And some of the following short-term/immediate factors:

- Howe opted to attack Philadelphia rather than linking with Burgoyne on his march south from Canada. Though defeating Washington at Brandywine and Germanstown, he was now cut off from joining Burgoyne
- St Leger's force was turned back at Oriskany, New York
- Burgoyne was too aristocratic and casual, moving very slowly with large amounts of personal baggage (taking up 30 carts). Army sometimes moved less than 1 mile per day.
- patriot militias from New England interfered with supply lines and made the terrain more difficult by destroying bridges, diverting streams, etc
- Burgoyne confronted by American army of 10 000+ under Horatio Gates and Benedict Arnold. Burgoyne surrendered entire army to the Americans.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might contrast the experience and capabilities of British commanders with their North American counterparts.

Question 3

- 06** 'American victory in the War of American Independence was the result of Saratoga.'
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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 should be able to make a judgement by balancing points which agree with the view that ultimate American victory was the result of their unexpected defeat of Burgoyne's army at Saratoga.

Points/factors/evidence which agree might include:

- widespread British demoralisation after Saratoga, where an unprofessional colonial force had outwitted and defeated a professional British force
- the American victory persuaded France and subsequently Spain to enter the conflict, thus transforming the war into a trans-Atlantic conflict, with Britain facing the possibility of invasion
- the substantial loss of British soldiers at Saratoga.

Points/factors/evidence which disagree might include:

- the importance of geographical factors, arguably making the war 'unwinnable' for Britain from the outset:
 - * the nature of the American terrain, contrasted with the more familiar European battlefields
 - * the impact of the North American weather
 - * the distance between London and the American colonies, and the effect this had on communications, supply links, etc
- foreign involvement, which effectively pre-dated Saratoga, may well have become more evident even without Saratoga
- the inspirational leadership of Washington, who was not actually present at Saratoga
- failure of British commanders to deal effectively with the joint Franco-American attack at Yorktown.

Good answers may conclude that Saratoga was a highly significant victory for American forces. Recovery from this would have been difficult for Britain, although other considerations may well have been more significant.