
A-level HISTORY 7042/2G

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

Mark scheme

June 2020

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, i.e. 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, assess the value of these three sources to an historian studying the relationship between Britain and the American colonies by 1776. **[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

- the source is an extract from Adam Smith, an economist who believed in free trade
- the date is significant as it was written during the years of strife, the book was released three months before the Declaration of Independence; this makes it valuable as it sets the tone of questioning the continuation of British rule over the colonies
- the tone of the source has a built-in bias, as he strongly disapproved of excessive regulation of colonial trade and laws by parent countries
- the source provides rich insight and a dispassionate argument for Britain relinquishing its control over the colonies, if it is unable to control them and make them contribute towards their upkeep.

Content and argument

- the source argues that the colonies should contribute towards the debt, as they owe the British for their 'liberty, security and property'. This is valuable in showing that the British as the Americans' rulers, had the right to expect the Americans to contribute towards the defence and protection
- the source highlights that the colonial charters and its constitution are a result of British rule, but questions the extent of British control over the colonies suggesting that 'excessive regulation' by the British in the colonies is debatable.
- the source states that it is the British, who should decide whether the Anglo-colonial relation should continue. This is significant in highlighting the view that it is the British who are responsible for controlling the colonies
- the next section of the source places the decision upon Britain, to whether it was financially viable to continue ruling the colonies, or whether they should free themselves of the expense of upkeep 'in time of war', and of supporting 'in time of peace' by giving up the colonies.

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

Provenance, tone and emphasis

- the source is an extract from clergyman, Charles Inglis, who had come to live in America in 1755. The source was a counterattack to Thomas Paine's 'Common Sense'. This means it gives an insight in to the feelings of the loyalists
- the date of the source is significant as it was a direct reaction to Paine's publication; this means it is valuable as it emphasises the loyalists' view against Paine's argument for Independence
- the tone of the source is concise and informative. This is valuable as it sets out clear, precise reasons for America staying under British protection and rule
- the emphasis is on reconciliation as the current situation is damaging both Britain and the colonies.

Content and argument

- the source argues that reconciliation with Britain would end the hostilities. This is valuable in showing that the breakdown of relations had led to both countries waging a 'disastrous' war
- the source states that both sides had mutual ties and should put aside their differences to restore peace. This is significant in highlighting that both America and Britain were responsible for bringing about reconciliation and peace
- the next section of the source highlights the restoration of benefits following a peaceful reconciliation. This is valuable for highlighting the economic benefits that both sides had enjoyed from their relationship, and that both would benefit if trade were resumed
- the source concludes that American trade would have the protection of the 'greatest navy in the world'. This is significant as it highlights the importance of British mercantilism, but more importantly, that their trade would be protected by the British Navy.

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

Provenance, tone and emphasis

- the source is an extract from the Virginian Declaration of Rights, this is valuable as it gives an insight into the intentions of the Virginia colonial conventions
- the date of the declaration is significant as it was the first colony to instruct its delegation to propose that independence should be adopted
- the tone of the source is formal, using phrases like 'inherent' and 'maladministration'. This is valuable in showing the formality of the Virginian convention, and the influence of principles from John Locke and other Enlightenment writers
- the audience was the Colonial Legislatures; this is significant as it suggests that not all colonies were against British rule, however Congress could not declare independence without prior authorisation from their colonial conventions. Thus, the Virginian Declaration influenced other colonies to authorise their agreement to adopt independence. Many colonies did, except Pennsylvania, Delaware, New Jersey, New York and Maryland legislatures, who instructed their delegations not to agree to separation.

Content and argument

- the source asserts the principle that all men are, by nature, equally free and independent and have certain 'inherent natural' rights. This is significant as it highlights the principals of the argument for independence, that as equals, they should not be subject to oppressive rule
- the source then highlights that the role of government is for the secure protection of its people, and if the government fails in this undertaking, then the people have the right to reform or change its government. The reference to this concept of 'inherent right' shows the strength of feeling against the British government and their failure to rule justly
- the source is arguing that a government should be elected by its people, and that the elected government should rule in favour of the 'public will' and not for just those in power
- this source is valuable as it reaffirms the underlying grievance against the British of 'no taxation without representation' and highlights that the colonists had been 'deprived' of these rights, and therefore had the right to change their government.

Section B

- 02** 'There were more similarities than there were differences between the Thirteen Colonies c1760.'

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/factors supporting the view that there were more similarities than there were differences between the Thirteen Colonies c1760 might include:

- proprietary and corporate colonies were united in ties to Britain, and colonial assemblies in all Thirteen Colonies shared similar political characteristics
- colonial trade in all thirteen colonies benefited from mercantilism
- most colonies shared a similar social structure from wealthy elite to labourers and black slaves and American family life was hierarchical in all the colonies
- most Americans were Protestants; this helped shape shared cultural, social and political beliefs and ideological principles.

Arguments/factors challenging the view that there were more similarities than there were differences between the Thirteen Colonies c1760 might include:

- the English Colonies were established from 1607 with Virginia, to the last colony, Georgia, in 1732. As a result, there was no single British person or agency with overall responsibility for the colonies, and the colonies developed their own autonomy and different characteristics
- the rapid population growth meant that by 1760 only half of the American population were English, this resulted in different characteristics in each colony with little shared cultural similarities
- the colonial economy varied across all Thirteen Colonies, giving rise to different industries and views, for example slave and non-slave states
- colonial reaction to the British was not united, and varied amongst the Thirteen Colonies, there was a lack of unity with differing responses from the ideological debate, popular protest and mob action, suggesting the colonies did not share similar views regarding British rule.

Students may argue for or against the validity of the statement. Students may argue that the Thirteen Colonies, as Americans, had similar social and political structures, and shared common beliefs in education and religious tolerance. And that the colonies were a melting pot which assimilated newcomers into the American way of life. Others may argue that although the colonies were American, the colonists did not regard themselves as American, but as Virginian, Georgian etc. and that each colony had differing geographical and economic characteristics that resulted in more differences than similarities between the Thirteen Colonies c1760.

- 03** 'American victory in the War of Independence was mainly due to assistance from France and Spain.'

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 mainly due to assistance from France and Spain might include:

- France's entry in the War of Independence in 1778, turned the war into a side show for Britain, whose main concern was now France. For instance, in 1778, 65% of the British military resources were devoted to North America, this decreased to 29% by the mid-1780s
- the commercial and defensive treaties between France and America, gave an assurance to America to wage war until Americans won independence
- French engagement in the American War of Independence, resulted in Spain entering the war, as an ally of France, against Britain in April 1779, forcing Britain to reassign its military resources to defend its possessions in Gibraltar, Minorca, and the West Indies
- America benefited from an additional 10 000 troops, and money, this enabled Congress to pay and supply its Continental army.

Arguments challenging the view that American victory in the War of Independence was mainly due to assistance from France and Spain might include:

- France and Spain were more concerned with achieving their own interests, than in aiding America. The French naval squadron was preoccupied with capturing the British sugar islands, and France only sent 10 000 troops to America, making little impact on American military strength
- British officers missed opportunities to destroy Washington's army in 1776–7. Britain overestimated loyalist support and the use of Hessian troops alienated many Americans
- some 200 000 Americans fought, and the American militia's ability to control areas not occupied by the British, gave them a huge advantage
- the leadership of Washington, for example his attack on Trenton in 1776, showed efficiency and daring, he transformed the Continental army from an ill-disciplined rabble to a reasonable fighting force, seen in the success at Yorktown in October 1781
- Washington's victory at Yorktown in 1781 was decisive for the British parliament, in February 1782, they resolved to end the military conflict and sought peace negotiations.

Students may argue that French and Spanish assistance put pressure on the British and diverted their military resources and attention away from the American War of Independence, giving an advantage to the Americans. Students may further support this argument by examining the prestige, finance and military support given to the Americans and this was a lifeline enabling Congress to pay and supply its army. On the other hand, students may argue that British failures and Washington's leadership were more important reasons for American victory in the War of Independence

- 04** To what extent was government under the Articles of Confederation ineffective in the years 1783 to 1789? **[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

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- 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 government under the Articles of Confederation was ineffective in the years 1783 to 1789 might include:

- the government was weak as the Articles of Confederation had no provision for a national executive, or a national judiciary. All powers not specifically granted to the Confederation were reserved to the states, thus Congress had no power to levy taxes, regulate trade or enforce financial requisitions
- in 1783, the national debt was \$41 million, Morris wanted the government to secure control of the public debt, and instead states incorporated the national debt in their state debts, weakening the national government. By 1786, Congress had levied \$15 million in requisitions from states, but only \$2.5 million had been paid. Congress lacked the revenue to pay even the interest on the debt, let alone the capital
- the government had no power over state governments who faced financial problems, resulting in heavy state taxes; this led to economic instability, and rising social tensions
- the government's failure to resolve its financial problems resulted in Shay's rebellion (January 1787) and gave impetus to strengthen the government's power, demonstrating the ineffectiveness of the government under the Articles of Confederation.

Arguments challenging the view that government under the Articles of Confederation was ineffective in the years 1783 to 1789 might include:

- the Articles of Confederation, provided for a central government, and ensured democratic practice in which each state (irrespective of the size of its population), had one vote, and Congressmen were elected annually and limited to 3 to 6 years in office
- the government could declare war, raise an army and navy, borrow and issue money, conclude treaties and alliances, apportion common expenses among the states, settle interstate disputes, regulate Native American affairs, make requisitions on the states for money and men (in case of war), set standards for weights and measures and establish and regulate post offices
- the government was effective in establishing a coherent policy on land distribution and territorial government, with the Land Ordinance (1785) and Northwest Ordinance (1787) which set out procedures for organising and admitting statehood to new territories on equal terms with existing states
- the issue of slavery was settled with the 3/5th compromise, in that way it did not prevent the creation of a united republic at this time.

Students may argue that there was an effective government as the Articles of Confederation reconciled the American desire to maintain state control of its own affairs, as many Americans did not want to diminish state authority, as relations with Britain had led to a distrust of central authority. The Articles ensured checks and balances to avoid a tyrannical central government, thus, each state was duly represented, and it successfully planned and implemented effective land ordinance and the admission of new states to the union. Alternatively, students may argue that the Articles of Confederation had resulted in an ineffective government unable to deal with the problems in the 1780s, as they had no powers to levy taxes, regulate trade or enforce financial requisitions, therefore, were unable to finance their debt, or maintain economic or financial credence, which led to social unrest and the loss of international prestige.