



**General Certificate of Education  
January 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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting 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 the standardisation meeting each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2013 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

---

## 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

---

January 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 the Sugar Act. (12 marks)

*Target: AO2(a)*

**Levels Mark Scheme**

	Nothing written worthy of credit.	<b>0</b>
<b>L1:</b>	Answers will <b>either</b> briefly paraphrase/describe the content of the two sources <b>or</b> identify simple comparison(s) between the sources. Skills of written communication will be weak.	<b>1-2</b>
<b>L2:</b>	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.	<b>3-6</b>
<b>L3:</b>	Responses will compare the views expressed in the two sources, identifying differences <b>and</b> similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	<b>7-9</b>
<b>L4:</b>	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.	<b>10-12</b>

**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 states that the Sugar Act was intended entirely to benefit Britain (strengthening control over the colonies, raising money to defend her colonies), whilst Source B lists three different beneficiaries in the first sentence (West Indian planters, New England rum producers, and the British Treasury)
- Source A refers to increased taxes on sugar from the British West Indies, Source B refers to high taxes on foreign sugar

- Source A states that New England definitely did not benefit from the Sugar Act, whilst Source B states that it was intended that New England should benefit from the ban on foreign rum, and almost certainly did so despite reservations.

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

- the long-term restrictions on colonial trade imposed by the Navigation Laws of the Seventeenth Century
- the developing tensions between Britain and the American colonies following the French and Indian Wars
- British determination to ensure that the colonists, traditionally under-taxed by Britain, should pay something towards the costs of maintaining a peace-time army in North America.

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

- both sources mention that the Sugar Act was opposed by the American colonists
- both mention the ban on rum imports, and the increased duty on foreign sugar
- both mention concessions to South Carolina rice exporters, Source B making specific reference to their freedom to export to any part of Latin America
- both mention ingratitude of colonists regarding rum monopoly.

In making a judgement about the degree of difference, students may conclude that Source A is very critical overall of British motivation; Source B initially suggests a more even-handed approach by Britain, though is more critical on specific issues.

---

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

How far was American resistance to British policy in the years 1763 to 1770 due to resentment of taxation? (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:** raising revenue was clearly a part of the Sugar Act, and the whole Act was clearly resented ('showed no gratitude', 'none of this benefited New England').
- **Source B:** despite concessions made to various economic interests in the colonies, most emphasis focused on the 'prohibitively high duty on the importation of foreign rum'.
- **Source C:** Grenville was determined to impose a range of taxes to meet the costs of the war. The colonists felt trade and prosperity was threatened by the Sugar Act and, even more seriously, by the Stamp Act (with its concept of internal taxation).

From students' own knowledge:

Factors suggesting that American resistance to British policy in the years 1763 to 1770 was due to resentment of taxation might include:

- clear resentment of the Sugar Act 1764
- rejection of the Stamp Act by all 13 colonial legislatures, 1765
- riots against the Stamp Act, 1765
- the Stamp Act Congress in New York, and the 'boycott' of British goods, 1765
- resistance to the Townshend Duties, led by Boston and Samuel Adams, 1767.

Factors suggesting that resistance might also be due to other considerations might include:

- resistance to the Proclamation Line, 1763
- resistance to the Currency Act, 1764
- resistance to the Declaratory Act, 1767
- annoyance at the occupation of Boston by regular troops, 1768
- resentment at the Boston Massacre, 1770
- the slow development of the concept of colonial self-government even prior to the war with France
- the growing influence of men like Samuel Adams, and the rise of the 'Sons of Liberty' after 1765.

Good answers are likely to conclude that resentment of taxation by Britain was the major factor in the deterioration of anglo-colonial relations in this period. Resentment of other legislation, resentment of British actions within the colonies, and the development of American radicalism undoubtedly also contributed, but taxation was the foundation on which all else was based.



---

**Question 2**

- 03** Explain why conflict broke out between Britain and France in the Ohio Valley in 1754.  
(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.**

Students might include some of the following long-term factors:

- the Ohio Valley was a rich and fertile area, attractive to both British and French settlers
- it had considerable strategic value, close to both Canada and the American colonies
- the area was considered to be uncharted, so fair game for all.

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

- Britain began the building of Fort Prince George in 1754, and Governor Dinwiddie of Virginia sent Washington into the area to protect the construction
  - France, suspicious of British aims, sent militias and regular troops into the area to eject British settlers
  - the French seized Fort Prince George, and renamed it Fort Duquesne
  - skirmishes between the British and French took place at Jumonville Glen (May) and Fort Necessity (July).
-

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might point out the widespread range of interest demonstrated in this area, with Virginians feeling the need to be involved (for both economic and military reasons).

## Question 2

- 04** 'British victory in the French and Indian Wars was largely due to the failure of France to build on its advantages at the beginning of the wars.'  
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 that France failed to build on her advantages in the early stages of the war against that which does not.

---

Students may show some awareness of the nature of French advantages in the early stages of the war:

- France enjoyed closer links with native Indians, partly because French settlers were mainly hunters who posed a lesser threat to Indian lifestyle than British farmers
- France initially controlled the main water-based supply route, the St Lawrence river
- some early British commanders were incompetent, e.g. Braddock, who stumbled clumsily into an ambush near Fort Duquesne in 1755
- French commanders performed better in the early stages than their British counterparts (e.g. Montcalm, capturing Fort Oswego in 1756, and Fort William Henry in 1757).

Evidence which agrees that France was mainly responsible for her later defeats might include:

- Indian tribes deserted the French, partly because of French arrogance and partly after defeat at Quebec
- the French army and navy had been run down after Treaty of Aix-la-Chapelle, and had only coped in the early years of the war because British forces were in limited supply
- Montcalm was in open disagreement with the governor-general of New France, Vaudreuil, from 1756 onwards, with the French government taking no steps to defuse the situation by removing either man.

Evidence which disagrees placing greater importance on Britain's role, might include:

- the zeal, patriotism and determination of Pitt
- the impact of the British navy (blockade, supplies, victory at Quiberon Bay) – the result of decades of steady expansion
- Pitt's appointment of young, capable commanders on the grounds of merit (Amherst, Howe, Wolfe). Also, Anson appointed First Lord of the Treasury
- the granting of British subsidies to Frederick the Great, effectively keeping France preoccupied in Europe
- 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.

Good answers are likely to/may conclude that there is considerable overlap: for example, British naval impact later in the war was to some extent enhanced by Pitt's policies. Students may well be aware that traditionally Pitt was given overwhelming credit for British victory, a view somewhat qualified by recent historians.

---

**Question 3**

**05** Explain why the Boston Tea Party of 1773 took place. (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 the Boston Tea Party occurred.

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

- British conviction from 1763 onwards that the colonists had not pulled their weight during the French and Indian Wars and had subsequently continued to evade their financial responsibilities. This resulted in legislation which the colonists deemed provocative
- the colonial objection to taxation was based on 'no taxation without representation', and had developed for many years before the French and Indian Wars
- some colonies like Massachusetts had funded the war generously, and resented being linked, by the British government, with those who had not.

And some of the following short-term/immediate factors

- the Tea Act (1773) granted the East India Company (EIC) the exclusive privilege of selling tea in America, due to the high stocks of tea accumulated by the EIC

- the Act also allowed the EIC to grant monopolies for selling tea to favoured colonial merchants, seriously annoying the excluded merchants
- several ports refused to allow EIC ships to enter, but in Boston, Governor Hutchinson, whose merchant family had been granted the right to sell tea, refused to allow the ships to leave without unloading their cargo
- the Massachusetts Patriots responded by organising the dumping of large quantities of this tea in Boston harbour.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might refer to the impact of specific colonial radicals, such as Samuel Adams of Massachusetts.

.

### Question 3

- 06** 'The drift towards conflict in North America in the years 1774 to 1776 was caused by the unreasonable behaviour of the colonists.'  
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 the unreasonable behaviour of the colonists was responsible for the outbreak of war against those which place greater emphasis on British policy and/or other factors.

---

Points/factors/evidence which agree might include:

- First Continental Congress, in Philadelphia, 1774, sought to co-ordinate relief for Boston and to organise further resistance. Patriot militia began training in the winter (1774–5)
- ambush of Gage's troops at Lexington, on route to seizing colonial arsenal at Concord (April 1775)
- second Continental Congress met in Philadelphia (May 1775) and issued general proclamation of rebellion (Aug)
- Gage and British forces besieged in Boston by Patriot militia; Howe's victory at Bunker Hill cost the lives of 1000 British troops
- patriot forces invaded Canada and capture Montreal (Dec 1775)
- American Declaration of Independence (July 1776).

Points/factors/evidence which disagree might include:

- the 'Intolerable Acts' of 1774 (the Boston Port Act, the Massachusetts Government Act, the Justice Act and the Quartering Act)
- the Quebec Act of 1774, imposing an undemocratic style of government in Quebec, which many feared might be extended to the American colonies, and stopping westward expansion by the colonists
- defeat of motions by Chatham (Jan 1775) and Burke (Mar 1775), proposing reconciliation with the colonists
- New England Trade and Fisheries Act (Feb 1775) ended American access to all foreign trade
- Olive Branch Petition by American Congress rejected by George III
- the growth of tension between the British government and American colonists before 1774, which arguably made conflict of some form inevitable.

Good answers are likely to/may conclude that both sides staggered towards the outbreak of hostilities during this period. Whilst politicians on both sides made some attempt to avoid conflict, there was no serious, co-ordinated attempt to reach a genuine resolution of differences. Students can legitimately attribute the main share of responsibility to either side.

### Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator:** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)