



**General Certificate of Education  
June 2012**

**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.

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

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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)**

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##### **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

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June 2012

**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 military performance in the War of American Independence. (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 British commanders such as Howe were 'not incompetent', whilst Source B comments on the poor quality of British military leadership, focussing particularly on Howe
- Source A suggests that the main reason for British defeat was the difficulty of defeating American irregular forces, whose method of fighting differed from professional and mercenary troops, whilst Source B blames poor leadership

- Source A suggests that Howe's strategic intention of engaging Washington in open conflict after forcing Washington to leave Long Island was good, but Source B argues that he failed to pursue Washington adequately at this time
- Source A implies that Howe's priority was to defeat the enemy. But Source B states that this was a secondary consideration, the main aim being to capture New York.

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

- the failure of British politicians and administrators to communicate effectively with their generals
- the suitability of American tactics to the North American terrain.

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

- Source B mentions that Howe had recognised the need to evacuate Boston, thus agreeing with the assessment in Source A that Howe's actions at Boston had prevented unnecessary loss of men
- Source B mentions that, despite his failure to prevent American flight at Long Island, Howe had had the skill to initially defeat Washington, thus supporting in part Source A's positive assessment of Howe
- both sources have similar views of the colonists' military strength: 'irregular forces' (Source A) + 'limited local uprising' (Source B).

In making a judgement about the degree of difference, students may conclude that Source A puts considerable emphasis on the strategy of Washington and the Americans, whilst Source B clearly feels that British military commanders were largely to blame for their own problems.

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

How far was Britain's defeat in the War of American Independence due to the leadership of George Washington? (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.**

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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:** reference is made to Washington's wise avoidance of open conflict with British forces after defeat at Long Island. On the other hand, the source mentions Washington's defeat by Howe at Long Island. Tactics of American forces (with Washington's role here not clearly specified) also contributed to victory.
- **Source B:** mentions that Washington's survival after Long Island was purely due to Howe's failure to pursue. Sees British defeat as the consequence of poor military leadership rather than role of Washington.
- **Source C:** mentions a variety of other factors, such as the inevitability of British defeat, the impact of France, British reluctance to take serious action against those who were essentially their own people, the existence of sympathy within Britain for the colonial cause, etc.

From students' own knowledge:

Factors suggesting that Washington was mainly responsible for American victory might include:

- Washington was a charismatic leader, with an established patriotic reputation (appearing at the Second Continental Congress in military uniform)
- he showed courage and endurance in the field
- he initially took advice from others but soon learned to trust his own judgement good military tactics: slow withdrawal, then sudden attack; harassment rather than open conflict; effective use of scorched earth policy outside New York in summer 1779
- although not universally victorious, he had an impressive and inspirational victory at Trenton (1776) and played a major role at Yorktown (1781)
- he placed considerable emphasis on both the welfare and training of troops (e.g. during the long winter in Valley Forge, 1777–1778, he arranged expert training from von Steuben and LaFayette)
- although he made occasional strong criticisms of Congress, on the whole he dealt effectively with the civil authorities, thus helping to allay public suspicions of the Military.

Factors suggesting that other considerations were responsible for victory might include:

- the nature of the terrain and climate in North America, so different from the normal European theatres of war, made life difficult for British troops and commanders
- the distance from London made it difficult for the politicians to direct the war effectively
- distance also affected supply lines
- British troops crossed the Atlantic in Summer, therefore exposing new troops immediately to the rigours of North American winters
- the British campaign was negatively affected by the performance of some weak commanders (e.g. Burgoyne – over-confident, slow-moving, indecisive)
- French involvement occurring after the American victory at Saratoga, followed by Spain
- the use of German mercenaries and native Indians had unnecessarily alienated Loyalists.

Good answers are likely to conclude that Washington did play a key role, but that his achievements were certainly assisted by the incompetence of some British commanders and politicians, and the determination of some of Britain's European rivals to gain revenge for earlier defeats.

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**Question 2**

**03** Explain why Britain attacked Louisburg in 1758. (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 Britain sought to capture Louisburg in 1758.

Students might include some of the following factors:

- strategic – Louisburg was on Cape Breton Island, near the mouth of the St Lawrence. Whilst in French hands, British success in Quebec and Montreal seemed unlikely; if captured by Britain, entry to the St Lawrence by the French navy would become more difficult, thus contributing to the British capture and retention of Quebec + Montreal
- improvement of morale – it was to be the first significant victory by British forces over France in the French and Indian Wars, and was the most obvious target for this purpose
- military – was a useful exercise for Wolfe + Amherst, proving their first joint success
- symbolic – Louisburg had been captured off the French during the War of Austrian Succession, but had been returned to France in the Treaty of Aix-la-Chapelle (1748)
- Louisburg could be dismantled, as happened almost immediately after capture, thus reducing its future strategic appeal to the French.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might point out how the subsequent attack on Quebec was effectively to be launched by the navy from the base at Louisburg.

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**Question 2**

**04** 'Pitt's leadership was the main reason for British success in the French and Indian 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 Pitt's leadership, after his appointment as Secretary of State, was the main factor contributing to British success in the war against the claims of other factors.

Evidence which agrees might include:

- in his first spell as Secretary of State, Pitt had succeeded in getting priority for the despatch of a new military and naval force to America, though this only proceeded slowly
- the appointment of young, capable commanders on the grounds of merit rather than birth (Howe, Wolfe)
- Anson appointed First Lord of the Treasury, where he concentrated on military funding
- the Militia Act of 1757 led to a substantial increase in the British military
- 'Blue Water' strategy – concentrating on the expansion of colonial territory based on the use of the navy
- payment of subsidies to Frederick the Great ensured French pre-occupation with the European battleground
- Pitt carefully cultivated colonial and Indian support in North America
- Pitt brought a dynamism and commitment to the war effort that had not been evident before.

Evidence which disagree(s) 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) had already 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
- not all of Pitt's military appointments were appropriate – he had to be forced by Newcastle to replace Abercromby with Amherst
- Indian tribes deserted the French, partly because of French arrogance + 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 conclude that Pitt's leadership was a major factor in British success, although there were other important factors which contributed to ultimate British triumph.

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**Question 3**

**05** Explain why the American colonists opposed the Quebec Act of 1774. (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 1774 Quebec Act annoyed the American colonists.

Students might include some of the following factors:

- the definition of the boundaries of Quebec included vast areas north of the Ohio river, as far west as the Mississippi. This effectively removed the prospect of the American colonists expanding their trade and territorial possessions into this area
- the granting of full recognition to the Roman Catholic church both offended and worried the strongly Protestant colonists
- Quebec was placed under the rule of a governor and a nominated council, thus raising the spectre of the British attempting to implement a similarly undemocratic system in the Thirteen Colonies
- it seemed to indicate that any gains achieved during the French and Indian Wars had been surrendered meekly to the French Canadians.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might mention the potential spread of Roman Catholicism beyond the traditional frontiers of Quebec, and the possibility of the colonies being surrounded by Catholic lands.

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**Question 3**

- 06** 'The outbreak of conflict with the American colonies was due to Britain's unwillingness to compromise in the years 1765 to 1775.'  
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 neither Britain nor the colonists were prepared to compromise during this period, and that this was the major factor leading to war.

Points which agree that Britain's attitude was at fault might include:

- Britain felt the failure to assert herself would lead to the dissolution of empire and a reduction in status to that of a minor power
- replacement of Stamp Act with Declaratory Act (1766)
- Townsend Duties (1767)
- 'Boston Massacre' (1770)
- Intolerable Acts + Quebec Act (1774)
- by early 1775, both sides were taking entrenched positions, thus indicating the inevitability of conflict.

Points which disagree, and suggest that the colonists were also intransigent and responsible for the deterioration of relations, might include:

- the colonists felt that giving way to British aggression would be to surrender their status as free men
- the Stamp Act Congress (1765) and the concept of 'no taxation without representation'
- the riots leading to the 'Boston Massacre'
- 'Gaspee' incident (1772)
- Boston Tea Party, 1773
- meeting of First Continental Congress at Philadelphia, April 1774
- the activities of Sam Adams and groups like 'the Sons of Liberty'.

Good answers are likely to/may conclude that there was a lack of willingness to compromise on both sides, though both at times showed some positive but unreciprocated initiatives (eg colonists with the Olive Branch Petition).

### **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)