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# AS HISTORY

Paper 2G The Birth of the USA, 1760–1776

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**Mark scheme**

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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 Assessment Writer.

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 from [aqa.org.uk](http://aqa.org.uk)

## AS History Paper 2 Specimen Mark Scheme

### 2G The Birth of the USA, 1760–1776

#### Section A

- |   |   |  |                   |
|---|---|--|-------------------|
| 0 | 1 | With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the significance of the Stamp Act? | <b>[25 marks]</b> |
|---|---|--|-------------------|

*Target: AO2*

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

#### Generic Mark Scheme

- |            |  |              |
|------------|--|--------------|
| <b>L5:</b> | Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context.   | <b>21-25</b> |
| <b>L4:</b> | Answers will provide a range of relevant of well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. | <b>16-20</b> |
| <b>L3:</b> | The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context.  | <b>11-15</b> |
| <b>L2:</b> | The answer will be partial. There may be <b>either</b> some relevant comments on the value of one source in relation to the issue identified in the question <b>or</b> some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context.  | <b>6-10</b>  |
| <b>L1:</b> | The answer will <b>either</b> describe source content <b>or</b> offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context.                                       | <b>1-5</b>   |
|            | Nothing worthy of credit.  | <b>0</b>     |

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### 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.**

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

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

### Provenance and tone

- the source comes from the man who, as Prime Minister, had passed the Stamp Act and is now justifying his reasons for doing so in Parliament
- the style of the source is bullying and dismissive tone; the negative impact of this approach on colonists may be inferred.

### Content and argument

- Britain's role as protector of the American colonies
- the cost to Great Britain of the defence of the colonies
- the reluctance of the colonists to provide the cost towards this.

**Contextual knowledge should be used to assess the validity of these points, for example:**

- the validity of the relationship between Britain and the Thirteen Colonies, with reference to, for example, the Mercantilist arrangements which existed
- the extent to which Britain did protect the colonies
- the validity of the claim that the colonists' objection was to a small contribution rather than as a matter of principle

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

**Provenance and tone**

- this is a speech by a former and respected Prime Minister
- the tone is persuasive, and critical and dismissive of Grenville.

**Content and argument**

- Pitt sees the Stamp Act as oppressive
- whilst accepting British sovereignty, the source argues for fundamental rights that apply as much to the colonies as to Britain
- Pitt sees an important difference of principle around internal and external taxes.

**Contextual knowledge should be used to assess the validity of these points, for example:**

- The nature of the common principles that existed as referred to in the source
- To explain the issues involved in the distinction made over taxation
- The degree to which the colonists themselves accepted, even at this time, the relationship as described by Pitt

In arriving at a judgement as to the relative value of each source, students may conclude that (e.g.) the sources represent important strands of opinion from two major British politicians. They both show, in different ways, why the colonists objected to the laws passed by Parliament and Parliament's right to do so without them being represented. They may conclude that Source B offers a less emotive and more considered verdict. Any supported argument as to relative value should be fully rewarded.

**Section B**

- |          |          |
|----------|----------|
| <b>0</b> | <b>2</b> |
|----------|----------|
- 'Britain's victory over France in the Seven Years War made it more difficult for Britain to govern the Thirteen Colonies.'

Explain why you agree or disagree with 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**

- |            |  |              |
|------------|--|--------------|
| <b>L5:</b> | Answers will display a good understanding of the demands of the question. They 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 leading to substantiated judgement.   | <b>21-25</b> |
| <b>L4:</b> | 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated.   | <b>16-20</b> |
| <b>L3:</b> | The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question.   | <b>11-15</b> |
| <b>L2:</b> | The answer will be 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. | <b>6-10</b>  |
| <b>L1:</b> | 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.   | <b>1-5</b>   |
|            | Nothing worthy of credit.  | <b>0</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 generic levels scheme.**

**Students may refer to some of the following in support of the proposition:**

- the presence of the French colonies to the North and the need for military protection had made the American colonists fully aware of the essential need for British rule
- rapid expansion into the West was not possible before 1763 – now it was and there was bound to be conflict between colonists and mother country
- victory in the war opened up a fundamental disagreement between Britain and the colonists about the Indian nations
- the huge costs of the war led to British attempts to recoup money by taxing the colonists.

**Students may also refer to some of the following to balance the argument:**

- victory plainly strengthened Britain's position in North America.
- whilst there was a conflict of interest about the West after 1763, this did not have to mean weakened British rule
- most colonists in 1763 were loyalists; they would have stayed loyal if well-governed
- what 'fatally' weakened British rule was mismanagement by rulers like Grenville and Lord North.

- 0 3** 'The slide from tension into war in the years 1774–1775 was due to the mistakes of the British Army in North America.'

Explain why you agree or disagree with 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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21-25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be 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**



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**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 may refer to some of the following in support of the proposition:**

- Thomas Gage, the Governor of British forces in Massachusetts from 1774, had previously been popular on both sides of the Atlantic and was welcomed at first; but his predecessor, Governor Hutchinson was widely hated
- Gage was responsible for implementing the Boston Port Act and the Massachusetts Government Act
- Gage was criticised for being too forceful (provoking the Powder Alarm) and too lax (allowing the Sons of Liberty to grow)
- British commanders made a mess of dealing with the colonial militia at Lexington and Concord.

**Students may also refer to some of the following to balance the argument:**

- the mistakes of the British authorities had been made well before 1774, with measures such as the Quartering Act
- the real mistakes were political miscalculations made in London; it is unfair to blame the men on the spot
- by 1773, the rebellious mood in the colonies was already out of control. Nothing the military authorities tried to do would put the genie back in the bottle
- what defeated the British army in its efforts to restore order in 1775 was that the vast majority of the civilian population was supporting the militia.

