



AS HISTORY 7041/2G

The Birth of the USA, 1760–1801

Component 2G The origins of the American Revolution, 1760–1776

Mark scheme

June 2025

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

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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, ie 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

- 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 Stamp Act crisis in the years 1765 to 1766?

[25 marks]*Target: AO2*

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

Generic Mark Scheme

- L5:** 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. **21–25**
- L4:** Answers will provide a range of relevant 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. **16–20**
- L3:** 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. **11–15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and having little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6–10**
- L1:** The answer will either describe source content or 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. **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.

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

- Eliphalet Dyer was a lawyer, who attended the Stamp Act Congress and the First Continental Congress. His view is valuable in showing opposition to excessive British rule over the colonies
- the source is a speech that Dyer delivered to the Stamp Act Congress in October 1765, which was attended by nine of the colonies. In March 1764, Britain let it be known that it was planning to bring in a stamp duty in America in 1765. The Stamp Act was passed 1 November 1765. The source is valuable in showing colonial views and suspicions about the impact of British intentions towards the colonies
- the tone is direct and alarmist. Dyer is building a factual case in terms of the abuse of British power and its detrimental impact on the colonies. This is valuable in showing the basis of colonial opposition to the Stamp Act.

Content and argument

- the source states how Dyer believes the British have unlawfully and without colonial 'consent' taken their property and rights. This is valuable in explaining why there would be opposition to British legislation. The Stamp Act aggrieved the colonists as the relationship was changing between the colonies and Britain in terms of the British intention to 'raise millions' from the colonies
- the source makes it clear that the colonists do not support the British argument, regarding it as a 'pretence' to 'shift the financial burden' of the cost of past or future wars. This is valuable in showing that the colonists were suspicious of British intentions and that the Stamp Act was evidence of a conspiracy to deprive Americans of their rights and liberties
- the source raises the issue that the colonies must 'unite' to revoke the Stamp Act, as unless they do so, they will become enslaved. This is valuable in illustrating the fears of the colonists and the designs Britain had against the future of colonial liberty.

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

Provenance and tone

- George Grenville succeeded Bute as prime minister in April 1763. He was an experienced politician and concerned with the national debt which incurred annual interest of £4.4 million when the government annual income was only £8 million. This is valuable in showing the reason why he believed Americans should contribute to the cost of their defence
- the source is a speech during the debate about the Stamp Act crisis, to the House of Commons 14 July 1766. The Stamp Act was passed 1 November 1765 and led to much controversy and violent reactions in the colonies. The speech is valuable in Grenville asserting the right of parliament and their imperial authority over the colonies
- the tone is direct with some rhetoric. Grenville is establishing the case that the Americans are subordinate to Britain, and that their protests were disrespectful and undermined 'our authority'.

Content and argument

- the source states how Grenville believes in the unquestionable 'sovereign' power of parliament over the colonies. This is valuable in explaining the right of parliament to tax the colonies and impose their authority and why the tax should not be revoked
- the source makes it clear that the Anglo-colonial relationship is reciprocal; Britain provides protection, and in return they must obey. This is valuable in showing that the Americans were subjects of the British Empire and governed by British law
- the source raises the question of when the Americans were 'set free'. This is valuable in showing that the American arguments and reaction to the Stamp Act were unwarranted, as they were not independent therefore could not choose how they were governed
- the source concludes with disgust at the 'open rebellion' across the colonies, for instance, mob action in Boston and stamp distributors fleeing because of intimidation and violence. This is valuable in showing the importance of Parliament standing firm and not succumbing to colonial violence, with many MPs questioning why anyone would expect Americans to pay taxes again if they escaped this one.

In arriving at a judgement as to which source might be of greater value, students might argue that Source A is more valuable because of the author representing a popular view across the colonies against British legislation. Source A also offers the overriding suspicions held by many colonies about the intentions of the British government and the harmful effect it would have on their rights and liberties. On the other hand, Source B can be argued to be more valuable as a first-hand account from events inside Parliament regarding parliamentary concerns about the colonial crisis over the Stamp Act. Source B is from the British Prime Minister, George Grenville (who introduced the Stamp Act, to ease the costs of protecting the colonies) and presents the argument for the Stamp Act and the importance of not giving in to mob rule, highlighting the sovereign authority of parliament over the colonies.

Section B

- 0 2** 'In the years 1760 to 1763, the Seven Years War completely changed Britain's attitude towards its American 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

- 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**

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 in the years 1760 to 1763, the Seven Years War completely changed Britain's attitude towards its American colonies might include:

- the war fostered mutual contempt between some Americans and British soldiers and officers, who tended to regard the Americans as rabble. In turn, the Americans considered the British as haughty and incompetent, showing a change in Britain's attitude towards the Americans
- the war had revealed colonial customs inefficiency and widespread corruption by the colonists. Consequently, in 1763 Grenville introduced measures to reduce smuggling including the American residence of colonial customs officials and removing the jurisdiction in revenue cases from the colonies by transferring colonial courts to a vice-admiralty court in Nova Scotia – showing a complete change in attitude and lack of British trust towards its American colonies
- Britain emerged from the war as the world's largest imperial power, however although the threat of the French had been eliminated, defence was a major concern. Britain felt that a permanent army of 10 000 British troops was needed in North America and that America should contribute towards its expense, showing a complete change in attitude.

Arguments challenging the view that in the years 1760 to 1763, the Seven Years War completely changed Britain's attitude towards its American colonies might include:

- Parliament was the Empire's supreme governing body, was sovereign and had power over the colonies showing there was not a change in attitude
- the unity and mutual regard between Britain and the colonies through common institutions notably the monarchy, common law, the English language, and British culture showed continued affectionate attitudes between Britain and its American colonies
- the Anglo-American relationship was strong in 1763. This united the colonies with Britain, rather than any inner sense of American unity, Americans were loyal to Britain shown by some 25 000 Americans joining militias to fight with the British against the French.

Good responses should explain that Britain's relationship with the American colonies was not completely changed because of the Seven Years War. Britain had authority over the colonies, there were bonds of affection, mutual respect and common institutions which bound the colonies with Britain more than any sense of American unity. Over 25 000 Americans had fought alongside the British – highlighting American loyalty for Britain and affectionate Anglo-American attitudes. Equally, students may argue that the immense debt and the need for a strong defensive policy to reconcile the needs of land settlement, the fur trade and Native Americans changed Britain's attitude. The cost of colonial administration and defence was a major concern in 1763, and more money was needed to maintain an army of 10 000 British troops. As such, Britain changed from salutary neglect to a stronger imperial authority, showing Parliament's new assertiveness and a complete change in Britain's attitude towards its American colonies.

- 0 3** 'The Thirteen Colonies were united in their hostility towards Britain in the years 1774 to 1776.'

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**

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 the Thirteen Colonies were united in their hostility towards Britain in the years 1774 to 1776 might include:

- while the Coercive Acts aim was to punish Massachusetts, especially Boston, most colonies believed the measures were a threat to all colonies – if Massachusetts could be dealt with in this way, then they believed no colony was secure. As a result, many colonies denounced colonial actions and supported economic sanctions in boycotting British goods
- the political and ideological response spread throughout the colonies, including Jefferson's opinion, that the British government had no right to exercise authority over Americans, along with Adam's Novangulus in the Boston Gazette showing unity amongst the colonies in their hostility towards the British
- only Georgia did not take part in the First Continental Congress in September 1774. All colonies were represented in the Second Continental Congress 1775, whereby Congress took charge of the war and directed each colony to provide men for a Continental army and twelve of the thirteen colonies voted in favour of the Declaration of Independence 1776, showing unity amongst the colonies in their hostility towards Britain.

Arguments challenging the view that the Thirteen Colonies were united in their hostility towards Britain in the years 1774 to 1776 might include:

- the colonies were thirteen separate states, each with their interests and identified with their state
- not all colonists supported the economic sanctions – many believed that the boycott would harm American trade and that previous boycotts had been difficult to enforce, making it unfair. This shows there was not unity amongst the colonies, as some traders continued to trade with Britain, at the expense of others
- there was a lack of unity at the Second Continental Congress, with many members reluctant to take on a role of Congress as a national government – further, most colonial conventions had instructed their delegates to seek reconciliation with Britain with the Olive Branch Petition, showing a lack of unity amongst the colonies in their hostility towards Britain
- Georgia did not take part in the First Continental Congress in 1774, and early 1775 – although most colonies had stockpiled arms, not all Americans were united behind the rebel cause. Further, in July 1776, only twelve of the thirteen states voted in favour of independence. For example, New York remained loyal to Britain, suggesting there was not unity amongst all the colonies in their hostility towards Britain.

Good responses should explain that although the British punitive acts were mainly directed at Massachusetts, there was unity amongst colonial hostility towards Britain including economic sanctions, ideological and political responses which resonated across all thirteen colonies. For instance, there was increasing unity amongst the colonies in their hostility towards Britain from the First and Second Continental Congress, the outbreak of hostilities, to the declaration of independence in 1776. Equally, students may argue that although many states supported anti-British opposition, there was not unity amongst all colonists with at least a third of colonists who remained loyal to Britain and hoped to secure a reconciliation with Britain, showing a lack of unity in hostility towards Britain.