

GCE

History A

Unit **Y242/01**: The American Revolution 1740–1796

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2017

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>Assess the reasons why Britain was able to expand its territory in America in the period to 1765.</p> <ul style="list-style-type: none"> • In arguing that the main reason for expansion was warfare with France, answers might consider the results of the conflicts fought against France from 1740. • Answers might consider the strength of the British navy, which allowed supplies to be sent. • Answers might consider that the struggle for the balance of power in Europe spread to America and that British victories resulted in territorial gains in America. • Answers might consider the number of troops sent by Pitt to America. • Answers might consider the naval victory at Quiberon Bay, which prevented the French sending reinforcements to Canada. • Answers might consider the importance of the Wolfe's victory at Quebec. • In arguing that there were other reasons it might be argued that the leadership of William Pitt the Elder was crucial, he saw victory in America against the French as crucial. • Answers might consider the money paid to the colonists to support the British forces. • Answers might consider Pitt's tactics of paying Fredrick the Great to preoccupy the French in Europe. • Answers might consider the outcome of the Peace of Paris of 1763. • Answers might consider the territorial gain made 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the relative importance of the reasons. • At higher Levels candidates might establish criteria against which to judge the relative importance of the reasons. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

2		<p>from Spain.</p> <p>Assess the reasons why the Declaration of Independence was signed in 1776.</p> <ul style="list-style-type: none"> • In arguing that the main reason it was not signed until 1776 was the lack of support for independence, answers might consider that it was not talked about by many until then. • Answers might consider that many Americans saw themselves as Britons overseas. • Answers might consider that it was difficult to sever emotional, political, economic and intellectual ties with Britain. • Answers might consider that many did not consider it was in their best interests to sever ties. • Answers might consider that a large minority were still loyal to Britain. • Answers might consider that many were still loyal to the Crown and wanted conciliation. • Answers might consider that many simply wanted colonial rights. • In arguing that there were other reasons, answers might argue that George III and his ministers were determined to subjugate America. • Answers might consider that hopes of reconciliation had ended. • Answers might consider that several months of fighting had weakened ties between Britain and America. • Answers might consider that Southern support for separation was strengthened when Governor Dunmore of Virginia offered slaves their freedom. • Answers might consider the influence of Paine's <i>Common Sense</i>. • Answers might consider that America needed 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the relative importance of the reasons. • At higher Levels candidates might establish criteria against which to judge the relative importance of the reasons. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
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3		<p>foreign aid and that this would not be forthcoming until independence was declared.</p> <ul style="list-style-type: none"> • Answers might consider the role of local organisations, who in 1776, urged Congress to declare independence. • Answers might consider the importance of the committee, particularly Jefferson, in working on a draft declaration. • Answers might consider it was essential to provide a moral and legal justification for rebellion. • Answers might consider the attitude of Congress. <p>‘The Revolution did not open in force until the announcement of the Stamp Act. From then until the beginning of armed conflict political or constitutional issues were the occasion for every outbreak of protest within the colony.’</p> <p>T.W. Wate, <i>The Coming of the Revolution in Virginia</i>, 1992</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p> <ul style="list-style-type: none"> • The historical debate about the causes of the American Revolution centres on the relative importance of a number of key factors, particularly economic and trade, ideology, political and British policies. • In analysing and evaluating the strengths and limitations of the interpretation, answers might consider that other factors, such as ideological or commercial were important. • In analysing and evaluating the strengths of the given interpretation, answers might use 	20	<ul style="list-style-type: none"> • No set answer is expected • Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation. • Candidates must refer to at least one other interpretation. • The quality of analysis and evaluation of the interpretations should be considered when assigning answers to a level, not the quantity of other interpretations included in the answer. • Other interpretations considered as part of analysis and evaluation do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate's own viewpoint. • Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in evaluation, however for Level 5 there should be well-supported evaluation of both and for Level 4 supported evaluation on both, in line with levels descriptors. • Candidates are not required to construct their own
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		<p>knowledge and understanding of:</p> <ul style="list-style-type: none"> • English constitutional thought, which emphasised the rights and liberties of Englishmen • The colonists view that they were entitled to the same rights as Englishmen • The belief English ministers wanted to destroy American liberties • How the apparent attack on liberties could be linked to every British action • The virtual absence of trade grievances from the Declaration of Independence • The gains that Americans made from the mercantilist system • In analysing the limitations of the given interpretation, answers might use knowledge and understanding of: <ul style="list-style-type: none"> • American trade grievances • The taxation system and the unpopularity of the taxes • British policies towards America and the American response • The sovereignty of the British parliament, which must therefore have the right to tax • Other interpretations that might be used in evaluation of the given interpretation are: <ul style="list-style-type: none"> • Interpretations focusing on the Trade and Navigation Laws and oppressive customs duties • Ideology and principle in opposing taxation • The aims of British policy • The attitude of some American rebel leaders 	20	interpretation.
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