



A-level HISTORY 7042/2G

Component 2G The Birth of the USA, 1760-1801

Mark scheme

June 2021

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.

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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, assess the value of these three sources to an historian studying colonial attitudes to British rule in the years 1773 to 1775.

[30 marks]*Target: AO2*

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

Generic Mark Scheme

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19-24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13-18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7-12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1-6**
- 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.

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

Provenance, tone and emphasis

- Adams was a lawyer and political activist; the extract is from his diary at the time of the Boston Tea Party. This gives values to the source as it is a contemporary account of the colonial actions late 1773
- as the source is from his diary, it was not written for the public but recorded his personal feelings. This could limit the value of the source as it is one person's account of the event, although it could also make the source more valuable as it gives an insight into the view of a key political activist at the time of colonial opposition towards Britain
- the tone of the source is triumphant, showing pleasure towards the colonists for their daring escapade
- he emphasises the significance of this event, and although it is likely to reap repercussions, this is preferential to the continuance of servitude and oppressive subjugation.

Content and argument

- Adams records his admiration for the actions of the colonists destroying a cargo of tea into Boston Harbour. This is valuable as he is referring to 16 December 1773, when 60 Sons of Liberty, dressed as Mohawk Native Americans, boarded three ships and threw a cargo of tea worth over £10 000 into the harbour, and despite onlookers, they faced no opposition. Although this is a private diary, some phrases overplay the daring and 'significant consequences' which make the source less valuable, as though it were intended for a wider audience
- he considers the British reprisal against this 'intrepid' act. This is valuable as he is acknowledging that the daring act will invoke a reaction from the British to 'punish' the Americans
- he defends the patriot actions stating that the colonists had 'no alternative' as to land the tea which would have been undermining the ideological principles of 'no taxation without representation' which the colonies have been fighting against for years. This is valuable in showing the significance of this act as a turning point in the Anglo-colonial relationship
- he concludes that the act of destroying the tea was inevitable against the 'oppression' of the British. This is valuable as it gives an insight to the strong colonial feeling against being continually undermined by the British and justified in destroying British property to vent their anger.

Source B: in assessing the value of this source, students may refer to the following:**Provenance, tone and emphasis**

- Morris, an appointed British Governor, was a conservative who feared the movement would bring mob rule. The letter is valuable as it shows how close he and other wealthy men were with the 'Tories' or supporters of the British
- although, Morris did later join the Revolution after battles in 1775 at Lexington and Concord. In 1774, his fear of 'mob rule' underpinned his feelings towards maintaining British rule. This is valuable as there had been violence (and threats of violence) towards merchants importing East India Company tea, and many tea agents in all major ports, had suffered severe intimidation and been bullied, forcing many to resign
- the date of the letter is valuable as Morris is describing a meeting organised by the Sons of Liberty in New York to contest the closing of Boston harbour. Morris, along with other wealthy, educated men, had attempted to take control of the meeting but were outmanoeuvred by the anti-British faction, much to their disgust
- the tone of the source is derogatory, showing 'Tory' views towards the masses, referring to them as 'reptiles' making the source less valuable, as the author wanted to highlight the diabolic situation arising if the masses gained control.

Content and argument

- Morris refers to the popular movement against the British as a 'mob' and likens the working people to 'reptiles' who were slowly awakening and would soon 'bite' and attack the gentry
- he highlights his dislike of the 'mob' and the difficulties in suppressing them as they gain momentum across the colonies. This is valuable as his dislike and 'fear' of the mob showed his desire to maintain British rule, to keep the 'mob' in check
- he highlights that the 'gentry' should be wary of the 'reptiles'. This is valuable as it shows that the masses were becoming less inclined to be submissive and as a high proportion of Americans were literate, they were able to 'think' and access the political debates surrounding colonial opposition towards Britain in the colonies
- he goes on to illustrate that the masses are keen to 'bask in the sunshine' and will revolt. This makes the source less valuable as he overstates the danger of radicalism and inferring that the mob's influence was so great that it was wiser to leave the British in control by settling the political dispute. Whereas most of the radicals were targeting British control rather than aristocratic control.

Source C: in assessing the value of this source, students may refer to the following:**Provenance, tone and emphasis**

- William Franklin, Governor of New Jersey, wrote the source (1763–1776). This is significant as William Franklin was a steadfast loyalist, keen to uphold the colonial relationship. This is valuable as loyalists agreed that individuals, if left without government, would descend to the horrors of a 'civil war'
- the audience was the New Jersey Assembly; this is significant as New Jersey, along with Pennsylvania, Delaware, and Maryland legislatures had instructed their delegates not to agree to a separation
- the date of the source is valuable; as early 1775, most colonies, extra-legal conventions and committees had expelled traditional authority and stockpiled arms and drilled militia. However, some states, including New York and New Jersey, remained loyal to Britain
- the tone of the source is frank, stating two 'paths'. It appeals to the members of the Assembly to remember their important position, and not succumb to the populace but follow their 'better judgement'.

Content and argument

- the source is valuable as it acknowledges the position of the audience of the 'Gentlemen of the Council and Assembly'. This is significant in showing the attitudes of the educated, wealthy elite members of New Jersey and their attitudes towards British rule in the colonies
- the source illustrates two clear options – one 'restoring tranquillity', the other 'misery', and 'civil war'. This is valuable as the stark contrast of the two options highlights Franklin's colonial elitist attitude and preference for loyalty to the British
- the source implores that the 'Gentlemen' remember their position in society and to act prudently in the 'best interests of the people', this is valuable in highlighting the educated argument for reconciliation, seen later in the Olive Branch Petition mid-1775
- the source is less valuable as it shows the false dichotomy that faced the ruling classes of either following their 'better judgement' or yielding to the wishes of the masses, when no fighting, or consensus for independence had as yet arisen.

Section B

- 0 2** 'By 1763, the relationship between Britain and its North American colonies had been strengthened by the outcome of the Seven Years War.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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 by 1763, the relationship between Britain and its North American colonies had been strengthened by the outcome of the Seven Years War might include:

- there were strong bonds of affection and a colonial pride in their British heritage. The Seven Years War strengthened the relationship between Britain and its North American colonies. Conventional institutions, including the monarchy, common law, the English language, British culture and mercantilism prevailed, suggesting a strong relationship
- the war was an economic boom for the colonies, with many Americans trained to fight alongside the British; they were well paid in return
- Americans were better off by 1763, removing the threat of the French, generating a feeling of gratitude towards the mother country (Britain)
- the colonies had an important role in the victory and hoped to benefit from Britain being the world's greatest imperial power, particularly those who lived near the frontier – expected to gain from the acquisition of French and Canadian possessions and realise their dream of westward expansion, thus strengthening the relationship between Britain and its North American colonies.

Arguments challenging the view that by 1763, the relationship between Britain and its North American colonies had been strengthened by the outcome of the Seven Years War might include:

- the War had provided military training; this reduced colonial military dependence on Britain, weakening the relationship between Britain and its North American colonies, and during the Seven Years War, mutual contempt had developed between some Americans and British soldiers, suggesting a deterioration in the relationship
- victory in 1763 meant the Americans no longer feared a French threat from Canada; this encouraged westward expansion which resulted in conflict with the Native Americans and weakened the relationship between Britain and its North American colonies
- Britain emerged from the Seven Years War with a vastly increased national debt; some politicians were angry that the colonial governments had done little to contribute to their defence during the War. Pontiac's rebellion exacerbated this, which resulted in the Proclamation Line 1763
- westward expansion required a clear policy to reconcile the needs of land settlement, the fur trade and Native Americans, therefore diminishing extensive and uncontrolled westward expansion. The British expected the colonies to contribute towards the cost of defence, ending the British attitude of salutary neglect, and helped weaken the relationship between Britain and its North American colonies.

Students may argue that the Seven Years War strengthened the relationship between Britain and its North American colonies as Britain's involvement in the war showed the importance of the North American colonies to Britain – British and American troops fought together. As a result, Britain would reward colonial efforts in securing victory in which Britain emerged as the world's greatest imperial power. On the other hand, students may argue that mutual contempt developed between British and American troops weakening the relationship, reducing respect for Britain, and diminishing colonial dependency on Britain. Equally, some students may argue that although the relationship was still strong in 1763, victory compelled Britain to tighten its control over the colonies with a standing army, and expected the colonies to contribute towards the cost, ending salutary neglect and a key factor in weakening the relationship.

- 0 3** How important was the military leadership of George Washington in securing the independence of the colonies in the years 1776 to 1783?

[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.

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- 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 military leadership of George Washington was important in securing the independence of the colonies in the years 1776 to 1783 might include:

- Washington's contribution was integral to securing independence. During the war he had kept the Continental Army going and improved its quality – the army was his creation, and although Washington did not get everything right, eg Valley Forge, for many Americans, his army was America
- Washington's command of the Continental Army transformed the militia forces into a professional army, similar to the British system of hierarchy and harsh discipline
- Washington adopted a defensive strategy, never risking his army in a decisive battle. Its survival was its triumph
- his attack on Trenton in 1776 showed efficiency and initiative, and his march on Yorktown, 1781, was a tremendous feat.

Arguments challenging the view that the military leadership of George Washington was important in securing the independence of the colonies in the years 1776 to 1783 might include:

- political philosophy from key individuals, such as Thomas Jefferson, provided the psychological motivation, eg The Declaration of Independence, giving a moral and legal justification for the war to secure American independence
- talented officers, such as Benedict Arnold (before he deserted to the British), were integral to waging the war. Also, John Jay and John Adams were the leaders of the peace delegation, with John Adams playing a critical role in ensuring all Thirteen states worked together to achieve independence, securing a generous peace settlement from Britain
- French and Spanish involvement in the war bolstered the USA's international position; although their allies were more concerned with their own issues with the British, their support did provide much needed help in arms, materials and money
- the war was lost by the British rather than won by the Americans. The British missed opportunities and there was a lack of co-operation between the British military and naval officers, Cornwallis' surrender at Yorktown tipped the scales in favour of a peace settlement.

Students may argue that Washington's battle planning was exceptional, and his bravery and fortitude highly praised; he shared the danger and hardships with his men and showed no reluctance to fight the British, even when outnumbered, for example, in New York in 1776. He transformed the militia from a rabble to a professional Continental Army, and Washington's leadership was essential in securing independence. On the other hand, students may argue that Washington never openly defeated the British, and it was British failures that led to America securing independence. Equally, students may argue that foreign involvement against the British benefited the Americans and others, including Jay and Adams, who were integral in conducting the peace negotiations, were more important in securing independence. Alternatively, students may argue that it was the combined forces of Washington, Congress, foreign aid, and other key individuals, eg Jefferson providing the political, psychological factor that provided the motivation to wage war to secure independence, a peace settlement, and recognition of the new nation in 1783.

0 4 To what extent had the United States achieved national unity and stability by 1801?

[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.

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- 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 United States had achieved national unity and stability by 1801 might include:

- by 1801, the new Constitution had ensured a stable national government that had established a fiscal structure which safeguarded the credit of the nation
- political debate and development of the two-party system had tamed dissension and established greater unity and stability
- there was a stable northwest frontier, and the emergence of political parties in the 1790s enabled Americans to settle their differences peacefully
- they had recovered territory from Britain and Spain amicably, reflected in the Jay Treaty and Pinckney Treaty, ending a decade of uncertainty and opening up American trade
- they had avoided war, preventing the country from falling apart, and there was a unifying sense of national pride and desire to remain free of foreign entanglements.

Arguments challenging the view that the United States had achieved national unity and stability by 1801 might include:

- there were significant geographical differences between northern and southern states (for example, over slavery) and between eastern and western states, the embryonic causes of the future Civil War
- by 1801, Americans were divided politically, there were deep economic and social divisions within and between various states, influencing partisan allegiance and the rise of political parties
- although there was no formal declaration of war, between 1798 and 1800 the USA and France fought a limited and undeclared naval war
- Jay's Treaty failed to secure a commercial treaty or compensation for slaves carried off by Britain in 1783, caused an uproar in the USA and was a compromise to the only alternative – war with Britain, which America lacked the unity and stability to wage
- Washington was a symbolic ceremonial figurehead, who failed to tackle issues that damaged national unity and stability, eg slavery and the Native Americans. While the Adams administration faced domestic and foreign problems, eg the XYZ affair and the Alien and Sedition Acts, suggesting that both administrations lacked unity and stability, reflected in growing differences between the parties.

Students may argue that by 1801 the United States had achieved national stability. In doing so, they may cite the new Constitution and stable federal government, which helped to establish a greater sense of unity among Americans. As a result, America was taken seriously in foreign affairs, reflected in the resolution over territorial disputes, and avoidance of war. Alternatively, students may argue that by 1801, there was a lack of unity and there were sharp differences within the USA, culminating in fierce political debates, and that war was avoided only in the realisation that America lacked unity and stability to declare war. On the other hand, students may argue that by 1801, the development of a two-party system in the 1790s was an enduring legacy of the Federalist era, forcing and organising political opinions, and was significant in securing unity and stability as it enabled Americans to settle differences peacefully.