

A-level
HISTORY
7042/2G

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

Mark scheme

June 2022

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 the problems facing the new nation created in 1783. **[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

- the source is by Thomas Paine a key political thinker and activist, his writing was significant in the American War of Independence and in support of the French Revolution
- the source is valuable in understanding the ideological origins of the United States of America
- the American Crisis were sixteen pamphlets, written 1776 to 1783. Paine's pamphlets had a profound impact on the attitudes and expectations of the colonists
- the tone is positive and proud to show the importance of America planning for a strong United States to secure the future of the Union. It is written in a language that the readers could relate to.

Content and argument

- Paine's optimism about victory and the advantages America has gained is valuable in showing America has successfully achieved its independence, but the jubilation at the end of war is a limitation for showing the problems facing the new nation in 1783
- Paine suggests America has 'the world' in her hands. This is valuable in showing that America is now able to build her international prestige. But his reference 'the debt is small' is a limitation as it glosses over a potential problem for the new nation
- Paine highlights America now has control over her commerce, laws, and prosperity. This is valuable to understanding America's sovereignty with absolute control of its own affairs
- the argument that America must be united, in order to be strong and respected as a great nation in the eyes of the world is valuable in offering insight on a problem for the new nation in reconciling the role of states within a federal republic for example seen in inter-state disputes and the public debt

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

Provenance, tone and emphasis

- this was Hamilton's first article written to defend moderation as the only legal and wise policy toward the loyalists. This is valuable in showing the controversial differences in views towards the treatment of loyalists, however its purpose and bias towards loyalists is a limitation
- Hamilton emphasises the potential damage a lack of unity could have on America's reputation in Europe seen in the issues faced in foreign affairs regarding Britain and Spain
- the date of the source is valuable – early 1784, as it signifies the problem facing the new nation in setting a precedent for a universal moderate treatment towards loyalists
- the tone is conciliatory and insightful. There is some value in showing the problems regarding the importance of the states acting universally in their treatment towards loyalists.

Content and argument

- the source suggests that the Peace Treaty's term regarding the treatment of loyalists could be problematic
- the source suggests that peace was attained for the good of all, and that the Peace Treaty should be respected as a 'wise' Treaty, signed by Congress, the new government of the United States
- the source summarises that loyalists are to be treated fairly and suffer no damage or losses. This is valuable as it highlights the anti-loyalist feelings in the USA and warns that maltreatment would make loyalists 'enemies' of the new nation
- the next section suggests that all states are 'bound' by the Treaty and that they should 'lawfully accept it', and treat loyalists as equals, consequently making loyalists friends, not 'enemies' of the new nation. There is some value as it provides an insight into the problems that could arise from harsh post-war attitudes towards loyalists, and that mistreating loyalists could threaten the new nation.

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

Provenance, tone and emphasis

- George Washington had been the leader of the Continental Army. By the mid-1780s, he was dissatisfied with the Articles of Confederation and was writing a reply to John Jay who had voiced similar concerns
- the source is valuable for showing the ineffectiveness of the federal government over the states, and as such, the future of the nation was at risk
- the date 1786, is significant as in 1785, the Mount Vernon meeting had led to an agreement that the states should co-operate on interstate issues, which led to the Annapolis Meeting September 1786 and the need for constitutional change
- the tone of the source shows the writer's exasperation, it is direct, stating his fears for the future of the United States.

Content and argument

- the source shows the crisis that the United States is in by the mid-1780s
- he argues that the Thirteen states have little, or no respect for the 'Confederacy' and as such this is undermining the future of the United States
- he suggests the need for constitutional change to make a stronger national government which has authority over the states
- he concludes that unless 'disaster' is averted, the people will revolt, which was apparent in the discontent in the summer of 1786, culminating in Shay's rebellion January 1787.

Section B

0 2 'Victory in the French and Indian War gave Britain secure control over its North American colonies by 1763.'

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 victory in the French and Indian War gave Britain secure control over its North American colonies by 1763 might include:

- victory in the war ensured the continuation of mercantilism showing Britain had retained secure control over the colonies
- the Proclamation Line 1763, was passed curbing westward expansion to limit potential threats from Native American attacks and revenge attacks from the French, suggesting Britain had control
- 10 000 British troops were posted as a permanent army in North America showing Britain had secure control over its North American colonies
- legislation to combat smuggling showed Britain had secure control over its North American colonies
- the continuation of British customs, services, post offices, the English language and common law, suggest Britain retained mutual ties and secure control over its North American colonies.

Arguments challenging the view that victory in the French and Indian War gave Britain secure control over its North American colonies by 1763 might include:

- the defeat of the French gave greater security to the colonists meaning the colonies no longer felt the need for British protection, weakening British control
- the military training to colonists (many of whom later fought in the Continental Army) lead many to belief that the colonists could defend themselves
- mutual contempt between some colonial soldiers and British officers marked a beginning of less respect for Britain's rule over its colonies undermining Britain's secure control over the colonies
- the war provided an economic boost - 25 000 colonists were paid to fight for the British and the colonies were paid to support British troops - empowering colonists thus weakening British control
- smuggling and trade routes were revealed during the war, suggesting a lack of secure British control over its North American colonies.

Students may argue for or against this proposition, but whichever they choose to argue they should show some awareness of factors that suggest Britain had control over its North American colonies by 1763. Some analysis of the extent victory gave Britain secure control, might also be seen in good answers.

To what extent was tension, in the years 1770 to 1774, the result of British, rather than colonial actions?
[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 tension, in the years 1770 to 1774, was the result of British, rather than colonial actions might include:

- Britain's belief that the colonists should financially contribute to their defence and the need of a standing army in peace time, increased tensions and caused resentment and suspicion towards the British
- the repeal of the Townshend duties in 1770, led to a period of calm, which was ended by the retention of the tea duty by Lord North. This increased tensions and was the catalyst for the Boston Tea Party
- rising tensions were highlighted by MP Edmund Burke who stated that the Americans thought the British were intent 'to oppress them' and that the British thought the colonies 'intend to rise in rebellion against us'
- the Coercive Acts were regarded as the 'Intolerable Acts' by the colonists, and a threat to all the colonies; the Acts escalated tensions and resulted in the colonies meeting in the First Continental Congress to 'consult upon the present unhappy state of the colonies'.

Arguments challenging the view that tension, in the years 1770 to 1774, was the result of British, rather than colonial actions might include:

- the 'Sons of Liberty', and direct opposition from movements from 'below' against the British helped increase Anglo-colonial tensions
- colonial arguments of prominent colonists. For example, the refusal by Adams and Jefferson to accept the tea duty (when the Townshend Duties were repealed in Feb-March 1770) inspired the protest meeting in Boston which led to the Boston Massacre
- the Boston Massacre increased tensions and anti-British propaganda. Sam Adams created Committees of Correspondence to communicate on the colonial grievances throughout Massachusetts
- the Boston Tea Party (the colonial reaction to the Tea Act, 1773) led to rising tensions and resulted in the Coercive Acts and an increased British military presence in the colonies.

Students may argue for or against this proposition, but whichever they choose to argue, they should show some awareness of the inter-relationship between the British and colonial actions which helped increase tension in the years 1770 to 1774. Some analysis of the extent either side was more responsible for increasing tensions, might also be seen in good answers.

increase

0 4 How significant was Alexander Hamilton in the development of political parties in the years 1796 to 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.

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 Alexander Hamilton was significant in the development of political parties in the years 1796 to 1801 might include:

- Hamilton favoured a strong federal government, committed to activist policies, and was the main driving force for federal administration, which clashed with the views of Madison and Jefferson and contributed to the development of political parties
- Hamilton recognised that finance was crucially important to the new federal government, as it had been an underlying reason for the failures of the Articles of Confederation
- Hamilton was a nationalist and he wanted the new nation to be united and strong and that the 'states' power would wither away as a result
- Hamilton believed the federal government must dominate financial policy, and that it was essential to bind the moneyed classes to the new government
- Hamilton admired the British system of government, he was ambitious, he saw Washington as a sort of constitutional monarch and himself as prime minister and was a favourite of Washington.

Arguments challenging the view that Alexander Hamilton was significant in the development of political parties in the years 1796 to 1801 might include:

- the political system created by the constitution lent itself to adversarial parties in congress, and was designed to reconcile large and small states, slave and free states and federal and state governments, thereby giving rise to different interpretations of the power of the federal government and Constitution it upheld
- geographical differences (north vs south) contributed to the split and development of political parties with opposing views
- economic issues, such as paying the national debt and the creation of a national bank
- Jefferson's vision for an agrarian America dominated by small farmers and a restricted federal government contributed to the development of political parties
- partisan allegiance influenced the development of political parties, for instance some voted Federalist out of veneration for Washington, whilst for others religion was important with Congregationalists and Quakers favouring Federalists, and Baptists and Methodists preferring Republicanism.

Students should be able to link their knowledge about Hamilton and thus provide a judgement on the degree Hamilton was significant in the development of political parties. Alternatively, students may argue that other factors, such as partisan allegiance, differences over economic issues and the nature of the political system was significant in the development of political parties in the years 1796 to 1801. Either approach is acceptable.