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# A-level HISTORY 7042/2G

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

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**Mark scheme**

June 2023

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 ratification of the US Constitution.

**[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 an extract from a personal letter by Richard Henry Lee to his friend George Mason. On 7 June 1776, Lee proposed the resolution to the Continental Congress that Britain should be free from British rule. From November 1784 to November 1785, he was the President of Congress. Lee preferred strong states rather than a federal government and opposed the ratification of the Federal Constitution because it created a consolidated government and lacked a bill of rights
- the date of the source is significant as following the failure of the Articles of Confederation, there were demands for a stronger national government, and at the Philadelphia Convention in May 1787, delegates met to save the resolution and draft a new constitution. The date makes the source of value as it shows that not all colonists agreed with proposals for the draft Constitution, for example, in April 1787 James Madison had outlined 'The Vices of the Political System of the United States'. Lee doubted the economic motives of the delegates, fearing their aim was to reduce state power and give the federal government more power
- the source is a personal letter to a friend, George Mason, who was also a large plantation owner. This is valuable in showing personal views between two like-minded men concerned with the Constitutional Convention debates. Although a personal letter, many Virginians held similar views, reflected in the narrow Virginia vote for ratification of 89-79, 26 June 1787
- the tone of the source is pleading that moral sense will prevail. The emphasis is on the danger of granting Congress too much power. This is valuable in showing that although many states agreed on the necessity to strengthen central government, many were concerned about giving Congress excessive power, fearing that too much would diminish state sovereignty and cause much alarm.

### Content and argument

- the source pleads for 'advantageous' changes to be made to the current plans but fears that this may be unlikely. This is valuable as it shows the author's concerns regarding the motives of 'vicious minds' of key men, such as Robert Morris, who wanted a strong national government that had the powers to set up a national bank, control the public debt and levy import duties
- Lee highlights the danger of the demands for Congress to be given the power to regulate trade. This is valuable in showing the author's disagreement on the economic motivation of the Founding Fathers
- Lee emphasises his suspicions and fears that people are being misled to believe that the only way forward is to grant more power to Congress. This is valuable in showing his distrust of Madison who in April 1787 had outlined the need for a powerful centralised national government
- the source concludes that giving Congress economic power would be for 'fraudulent purposes' and would cause conflict. This is valuable in showing the lack of unanimity on how powerful the federal government should be.

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

- George Washington was a Virginia plantation owner, commander of the Continental Army, and served as President of the Philadelphia Convention, before being elected as America's first President in April 1789. This gives valuable insight into the views of one of the leading Founding Fathers
- the source is Washington's transmittal letter (written by Gouverneur Morris but signed by Washington) it preceded the vote by Congress on whether to submit the Constitution document to the states for ratification, making it valuable in showing Washington's federalist passion and securing the future of America
- the date of the source is significant, as, on 17 September 1787, the delegates of the Convention approved the Constitution prior to presenting the Constitution to Congress for approval
- the source has a clear, passionate tone, presenting reasoned arguments to accept the document, in the interests of securing the future 'freedom and happiness' of America. This is valuable as the purpose of the Constitution was to save the revolution by strengthening the national government, following the failures of the Articles of Confederation which had threatened the Union.

**Content and argument**

- Washington supports the federalist cause and argues that it is 'unrealistic' for the Constitution to secure the individual interests of every state, and it was necessary for states to compromise 'to preserve the rest'. This is valuable in showing the difficulties in meeting the wishes and needs of all regions and states. This is valuable as there were North v. South differences in opinions on the features of the Constitution regarding slavery
- he states that the 'sacrifice' of each state might be different and that there needed to be some flexibility in what must be 'surrendered' and the rights which may be 'reserved'. This is significant in highlighting the need to overcome interstate disharmony and save the revolution
- Washington highlights that the 'full approval' from all the states was not to be 'expected'. This is valuable in helping Congress to accept the document and submit it to the states for ratification
- he concludes that the purpose of the Constitution is securing lasting 'freedom and happiness'. This is valuable in convincing Congress, in their moral duty to accept the Constitution for the 'welfare' and future of the country and on 17 September, 39 of the remaining 42 delegates approved the Constitution.

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

- Patrick Henry was one of the Founding Fathers of the US and former Governor of Virginia and an outspoken anti-federalist. He opposed the ratification of the US Constitution, which he felt put too much power in the hands of a national government. This is valuable as it shows the hostility towards federalism from some key figures from the American States following the War of Independence
- the source is an extract of Henry's speech to the Virginia Ratifying Convention, June 1788. This is valuable as it formed part of the debate in Virginia regarding the state ratification of the Constitution
- the date of the source is valuable, by June 1788, seven states had voted for ratification (nine out of thirteen were needed to make the Constitution operative). Three voted unanimously (Delaware, New Jersey, and Georgia) and four with over a three-quarter majority (Pennsylvania, Connecticut, Maryland, and South Carolina). This makes the source valuable, showing the vehement feelings against the Constitution providing a strong national government at the expense of the undermining state powers and liberties
- the tone of the source is forceful, emphasising the dangers of the 'unwise and harmful' Constitution, and that the process has been undemocratic and threatened their rights and liberties, by failing to reach an 'agreement' with the states.

### **Content and argument**

- the source argues against a consolidated government. This is valuable as Henry, was strongly against giving the national government too much power
- Henry states that the Constitution was 'unwise' and 'harmful'. This is valuable in showing the views of many in Virginia (the Convention voted 89–79) about the damaging nature of the Constitution, which Henry likens to be as 'extreme' as the problems that caused their separation from 'Great Britain'
- Henry stresses that the Constitution was 'radical' because all rights and state powers 'will be surrendered'. This is valuable in showing the strength of feeling that some states had against a strong national government, with many fearing the loss of their state powers and liberties. This is valuable as ratification provoked fierce Federalist vs Anti-Federalists debate
- the source concludes, that irrespective of whether other states ratified the Constitution, he advocates they 'reject' it. This is valuable in giving clarity to the issues highlighted to Congress by Washington. Henry and many Virginians strongly opposed the Constitution, believing that it weakened state freedoms and rights which 'ought to be the direct purpose of our Constitution'.

**Section B**

**0 2** By 1760 to what extent did the thirteen American colonies share similar characteristics?

**[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 1760 the thirteen American colonies shared similar characteristics might include:**

- the British controlled the trade in the colonies through mercantilism. All thirteen American colonies were subject to restrictions under the Navigation Acts which governed their imports and exports, including enumerated goods including sugar, tobacco and indigo which had to be exported directly to England irrespective of their destination
- most Americans in all the colonies lived in the countryside, (only 5% of the population lived in towns), around 80% of free Americans were farmers, of which 70% owned their own land, and 10% were tenant farmers
- Protestantism, and church membership were an important part of society in all thirteen colonies
- all the colonies shared a similar social hierarchy, each colony had a wealthy elite including landowners, planters, and wealthy merchants at the top, then the professionals who were property holders and held positions of public responsibility, next were the labourers and tenant farmers, and finally black slaves
- all thirteen colonies shared similar institutions such as the monarchy, common law, the English language (75% of America adults were literate) and British culture. They had similar colonial assemblies consisting of upper houses and lower houses.

**Arguments challenging the view that by 1760 the thirteen American colonies shared similar characteristics might include:**

- there was great diversity of business interests and industry among the colonies. The North traded mainly in cattle and grain and had developing industries in iron works and shipbuilding. The middle colonies and upper South were agricultural trading in tobacco, and the lower South producing rice and indigo
- slavery was the mainstay of the South which had 90% of the slaves, this led to a difference in social, cultural, and political characteristics in the South compared with the North
- the thirteen American colonies were subdivided into three groups – New England, the middle colonies, and the South and they experienced different emigration patterns of Scots, Irish and Germans which had significantly changed the demographics of colonies such as Pennsylvania
- there was a variation in religious groups throughout the thirteen colonies. For instance, the Congregationalists in New England, the Anglicans in New York and the South, the Presbyterians in the Frontier and German churches in Pennsylvania
- some colonies were Proprietary colonies (MA, PA, VA) in which the proprietor appointed the governor, and some were corporate colonies (CN, RI) which had charters granted by the British king, which gave them extensive authority showing a difference in political characteristics among the thirteen colonies.

Students may argue that the thirteen American colonies shared similar characteristics, only 5% of the population lived in towns, all the colonies were agricultural, they shared similar institutions including the common law, the English language, allegiance to the Crown and an economic desire to be property holders. Equally, students may argue that by 1763 there were more differences than similarities such as emigration patterns affecting the demographics of the colonies, the South concentrated on slavery and there was no economic development, whereas the North had a growing industry which led to a difference in social, political, economic, and cultural characteristics between the North and the South. Further, British power, and religious membership varied from region to region which shaped differences in the social, political, and economic characteristics of the thirteen American colonies. Reward any answer which offers a convincing and well-supported argument assessing the extent of similarity.

**0 3** 'The escalation of tensions between Britain and its American colonies, in the years 1774 to 1776, was due to the actions of the British.'

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 the escalation of tensions between Britain and its American colonies, in the years 1774 to 1776, was due to the actions of the British might include:**

- implementing the Coercive Acts and the concentration of troops in Boston escalated tension and caused colonial resentment towards the British
- the British were overly lenient with radical groups including the Sons of Liberty, and by allowing them to continue, this encouraged radicalism which spread across the colonies. By early 1775, most colonies had expelled traditional authority increasing tensions between Britain and the American colonies
- the British government's refusal to back down over the Coercive Acts, its rejection of the Olive Branch Petition, and the declaration of New England as being in a state of rebellion escalated tensions, rather than diffusing them
- Dartmouth's orders to General Gage, March 1775, to arrest rebel leaders and use force to disarm the colonies triggered events at Lexington, escalating tensions between the American colonies and the British who were determined to suppress the rebellion
- General Gage ordered the frontal assaults on Bunker Hill, although provoked by the colonists attempting to besiege Boston, this escalated the tensions between Britain and the American colonies.

**Arguments challenging the view that the escalation of tensions between Britain and its American colonies, in the years 1774 to 1776, was due to the actions of the British might include:**

- the American reaction to the Coercive Acts, including economic sanctions, political denunciation disseminated by Committees of Correspondence and extra-legal conventions that expelled traditional authority and called on the colonies to arm for defence, escalated tension between Britain and the colonies
- the colonists' defiance of parliamentary laws and confrontation by minutemen at Salem in February 1775, which prevented Gage and his soldiers from carrying out their duties, exacerbated the situation
- fighting in the battles of Lexington and Concord galvanized military preparations throughout the colonies and escalated political tensions between Britain and the colonists and transformed the dispute into a military struggle
- the British rejection of the Olive Branch Petition moved many colonists to lose faith in the monarch as well as Parliament, leading to the Declaration of Independence which gave a moral and legal justification for the rebellion and escalated tensions into a full-scale war.

Students may argue that British actions were to blame for the escalation in tensions as parliament had ignored the advice of Chatham and Burke who spoke against the provocative Coercive Acts. In addition, the situation was exacerbated by the British actions of Gage in Boston and Britain's declaring Massachusetts to be in a state of rebellion. Furthermore, students may argue that tensions could have been diffused if North and the King had backed down and accepted the Olive Branch Petition. Equally, students may argue that the colonists were to blame for escalating tensions, the colonial refusal to conform to British laws and authority left the British with no choice but to impose its authority. Also, by stockpiling weapons and raising a militia, the colonists were instrumental in escalating tensions in the outbreak of hostilities in 1775/76, and the Declaration of Independence turned the political struggle into war.

**0 4** How successful was George Washington as President in the years 1789 to 1796?

**[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**
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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 George Washington was successful as President in the years 1789 to 1796 might include:**

- Washington was successful in laying the foundations of a republican federal government, allaying revolutionary suspicions of politics being controlled by one man, and he embodied cohesive regional and state allegiances
- Washington oversaw the creation of a strong, well-financed national government, using his experience as the master of Mount Vernon and commander of the Continental army to create an effective administrative style of office and executive control through recruiting talented young men and delegation, for instance, Hamilton policies brought financial stability
- Washington asserted the power of the federal government, mobilising militia forces to overcome tax-resisting frontiersmen in 1794, and he maintained US neutrality between France and Britain, ensuring that Jay's Treaty secured ratification in the Senate
- Washington allowing the development of a two-party political system, institutionalised political debate and helped tame dissension, enabling Americans to settle their differences peacefully, leaving America in a stronger position with a greater sense of unity than had been the case in 1789.

**Arguments challenging the view that George Washington was successful as President in the years 1789 to 1796 might include:**

- Washington's actions as President were ceremonial and symbolic, his successes as President were achieved by his subordinates rather than by himself
- Jefferson and Madison depicted Washington as a representative of a federalist conspiracy, who gave credence to plans that undermined American liberties
- Washington failed to tackle the issues from the revolution, including slavery, which caused strong differences between northern and southern States
- although keen to treat Native Americans fairly, he did little to support them
- Washington failed to curb the strong regional differences, deep economic and social divisions within and between states, and these divisions resulted in a rise of political parties which contemporaries regarded as a major failure by the Federalists.

Students may argue that George Washington was successful as President in the years 1789 to 1796. For instance, in launching the new Constitution; establishing a national government; building a fiscal structure that safeguarded the nation's credit; recovering territory from Britain and Spain, and avoiding wars that could have threatened the Union, and engendering confidence in a national government after the failures of the Articles of Confederation. Equally, although students may recognise that Washington brought about stability to America, much of what was achieved was by his subordinates not by Washington. In addition, he failed to tackle moral issues following the revolution, such as the harsh treatment of the Native Americans. Also, his failure to tackle the issue of slavery caused regional differences and economic and social divisions that contributed to the rise of political parties, which many regarded as the Federalists' main political failure.