

**GCE**

**History A**

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

Advanced Subsidiary GCE **H105**

**Mark Scheme for June 2016**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2016

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

1. Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix.
2. Here is the mark scheme for this question paper.

Question	Answer/Indicative content	Mark	Guidance
1*	<p><b>Assess the reasons why Britain was successful in its wars against France in the period from 1740 to 1763.</b></p> <p><b>In arguing that the recall of Pitt was the most important factor,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> his strategy of defeating the French in North America.</li> <li>• <b>Answers might consider</b> the size of the force that Pitt sent to America and the command of Amhurst and Wolfe.</li> </ul> <p><b>In arguing that the financial strength of Britain was the most important factor,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that Britain was able to borrow against the likelihood of gaining further valuable possessions, whilst the French had a poor credit rating and problems with short term loans.</li> <li>• <b>Answers might consider</b> the money sent to America to raise a further 25,000 troops.</li> <li>• <b>Answers might consider</b> the subsidies that were paid to Frederick the Great of Prussia to preoccupy the French in Europe.</li> </ul> <p><b>In arguing that there were other factors:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the relative naval capabilities of the two sides, the strength of the British navy which won victories at Quiberon Bay, which prevented reinforcements being sent by the French to Canada.</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At Level 5 there will be judgement as to the relative importance of the reasons.</li> <li>• At higher levels, answers might establish criteria against which to judge the relative importance of the reasons.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• 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.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the importance of the three-pronged strategy used in Canada which led to the capture of Quebec.</li> <li>• <b>Answers might consider</b> the French resources were stretched as it had to fight a war on more than one front, both in Europe, America and India.</li> <li>• <b>Answers might consider</b> the role of the Native Americans and their change of sides to support Britain.</li> </ul>		
2*	<p><b>How successfully did the Americans deal with the problems they faced in the period from 1784 to 1787?</b></p> <p><b>In arguing that they did not deal successfully with the problems they faced,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the political problems and the weak national government.</li> <li>• <b>Answers might consider</b> the problem of the states who often put their interest before unity.</li> <li>• <b>Answers might consider</b> the lack of respect that the American government had abroad.</li> <li>• <b>Answers might consider</b> the failure in relations with Britain and Spain.</li> <li>• <b>Answers might consider</b> the economic problems that were not solved, with trade depression and slow economic recovery.</li> <li>• <b>Answers might consider</b> the issue of debt and the paying of interest on it.</li> <li>• <b>Answers might consider</b> the social problems with unrest over the failure to issue paper money and Shay's rebellion.</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At Level 5 there will be judgement as to the extent of success.</li> <li>• At higher levels, answers might establish criteria against which to judge the extent of success.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• 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.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p><b>In arguing that they did deal with problems successfully,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that Shay's rebellion was put down.</li> <li>• <b>Answers might consider</b> the overcoming of some economic difficulties with the dismantling of barriers that prevented inter-state trade.</li> <li>• <b>Answers might consider</b> the availability of new markets in Europe and the Far East which allowed economic growth.</li> <li>• <b>Answers might consider</b> the success of policy in the West with the 1785 Land Ordinance and the 1787 Northwest Ordinance.</li> </ul>		
3	<p><b>'The evidence suggests that commercial issues were not a major cause of the Revolution.'</b></p> <p><b>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</b></p> <p>The historical debate is about the reasons for the outbreak of the American revolution of 1773 and has resulted in controversy about the relative importance of a range of factors.</p> <p><b>In analysing the strengths and limitations of the interpretation,</b> answers might consider that economic factors have been emphasized as a cause, but that other factors have also been identified as the major factor.</p>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• 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.</li> <li>• Candidates must refer to at least one other interpretation.</li> <li>• The quality of analysis and the evaluation of the interpretation should be considered when assigning answers to a Level, not the quantity of other interpretations included in the answer.</li> <li>• Other interpretations considered as part of evaluation and analysis of the given interpretation do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate's own viewpoint.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p><b>In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• The lack of trade grievances in the Declaration of Independence;</li> <li>• American awareness of the benefits they gained from the mercantilist system;</li> <li>• The low level of taxation that was paid by the Americans;</li> <li>• The development of political ideology which argued they could not be taxed without representation;</li> <li>• The growing political awareness of ordinary Americans because of town and country meetings and committees;</li> <li>• The role of peer group pressure</li> </ul> <p><b>In analysing and evaluating the limitations of the given interpretation, answers might use knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• The various Trade and Navigation Laws;</li> <li>• The oppressive customs duties;</li> <li>• The drain on colonial finances of the British economic and financial policies.</li> </ul> <p><b>Other Interpretations that might be used in the evaluation of the given Interpretation are:</b></p> <ul style="list-style-type: none"> <li>• The issue of westward expansion of the colonies and relations with native Americans;</li> <li>• Insensitive policy making by British governments after 1763.</li> </ul>		<ul style="list-style-type: none"> <li>• Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however, for Level 5 there should be well-supported evaluation of both, in line with Levels descriptors.</li> <li>• Candidates are not required to construct their own interpretation.</li> </ul>

APPENDIX 1 – this contains the generic mark scheme grids

	<i>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.</i>
	<b>Generic mark scheme for Section A, Questions 1 and 2: Essay [30]</b>
<b>Level 5</b> 25–30 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 19–24 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 13–18 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 7–12 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–6 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<i>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section B, Question 3: Interpretation [20]</b>
<b>Level 5</b> 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
<b>Level 4</b> 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
<b>Level 3</b> 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths, but both will be addressed.
<b>Level 2</b> 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or may only address limitations or strengths.
<b>Level 1</b> 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

**OCR (Oxford Cambridge and RSA Examinations)**  
1 Hills Road  
Cambridge  
CB1 2EU

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; 1 Hills Road, Cambridge, CB1 2EU  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2016

