

**GCE**

**History A**

**Unit : Y212/01 The American Revolution 1740 - 1796**

Advanced GCE

**Mark Scheme for June 2017**

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 2017

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

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

## MARK SCHEME Section A

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p><b>Which of the following had the greatest impact on the development of resistance in America?</b>  <b>(i) John Locke</b>  <b>(ii) Samuel Adams</b>  <b>Explain your answer with reference to both (i) and (ii)</b></p> <p><b>In dealing with John Locke</b></p> <ul style="list-style-type: none"> <li>• Answers might suggest his ideas influenced Jefferson</li> <li>• Answers might suggest his ideas were important in the debates that led to the Declaration of Independence</li> <li>• Answers might suggest that his ideas of the contract theory were important in developing the concept of resistance to British rule</li> </ul> <p><b>In dealing with Samuel Adams</b></p> <ul style="list-style-type: none"> <li>• Answers might suggest that his ideas directed the protest movement in Massachusetts</li> <li>• Answers might suggest he led the first Congress to embargo Britain</li> <li>• Answers might suggest he led the second congress towards independence</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to question.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable.</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>

1	(b)*	<p><b>How important was George Washington in bringing about the defeat of the British in the War of Independence?</b></p> <p><b>In arguing that Washington was important</b> answers might consider his role in maintaining the army despite the high rate of desertions.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that he played a significant role in improving the quality of the American army.</li> <li>• <b>Answers might consider</b> that Washington created the army that won victory.</li> <li>• <b>Answers might consider</b> that he was tactically astute in fighting a defensive war.</li> <li>• <b>Answers might consider</b> his skill in dealing with state officials and Congress.</li> <li>• <b>Answers might consider</b> the march to Yorktown.</li> </ul> <p><b>In arguing that there were other important factors that brought about the defeat of the British,</b> answers might consider the mistakes made by the British.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the failure of British diplomacy and the skill of American diplomats.</li> <li>• <b>Answers might consider</b> the weakness of Lord North as a war leader.</li> <li>• <b>Answers might consider</b> the leadership of British forces.</li> <li>• <b>Answers might consider</b> the failure of the British to gain local support.</li> <li>• <b>Answers might consider</b> Britain's failure to deal with the rebellion quickly.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on 'how important', but at Level 4 may simply list the reasons.</li> <li>• At Level 5 and above there will be judgement as to the relative importance of George Washington.</li> <li>• At higher levels candidates might establish criteria against which to assess the importance of the reasons.</li> <li>• To be valid judgements, claims must be supported by accurate and relevant 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 marks scheme.</li> </ul>
---	------	---	----	--

2	(a)	<p><b>Which of the following was of greater significance in bringing about the victory of the American colonies?</b>  <b>(i) the entry of France into the war</b>  <b>(ii) British policies</b>  <b>Explain your answer with reference to both (i) and (ii)</b></p> <p><b>In dealing with the entry of France in to the war</b></p> <ul style="list-style-type: none"> <li>• Answers might suggest that they provided America with arms, material and money</li> <li>• Answers might suggest that after 1778 the American war was less important for Britain.</li> <li>• Answers might suggest that Britain now faced the threat of invasion and the loss of other parts of the Empire and therefore had to relocate resources</li> <li>• Answers might suggest that France was more concerned with their own interests than America</li> </ul> <p><b>In dealing with British policies</b></p> <ul style="list-style-type: none"> <li>• Answers might suggest that poor diplomacy encouraged France and Spain to support America</li> <li>• Answers might suggest that failure to send sufficient troops at the start was important.</li> <li>• Answers might suggest that the employment of Hessian troops alienated Americans and they were not fully supportive of the cause.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to question.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable.</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>
---	-----	---	----	---

2	(b)*	<p><b>How strong was the relationship between Britain and the American colonies in 1763?</b></p> <p><b>In arguing that the relationship was strong,</b> answers might argue that because British rule was not severe the relationship was strong.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the colonists had much autonomy.</li> <li>• <b>Answers might consider</b> the bonds of affection and British heritage.</li> <li>• <b>Answers might consider</b> the loyalty shown by the colonists during the Seven Years War.</li> <li>• <b>Answers might consider</b> the common institutions.</li> <li>• <b>Answers might consider</b> the benefits of the mercantilist system</li> </ul> <p><b>In arguing that the relationship was not strong,</b> answers might argue that the colonies were developing rapidly and would therefore look to break away.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that many colonists no longer considered themselves British and had a new identity.</li> <li>• <b>Answers might consider</b> that the colonists were already running their own affairs.</li> <li>• <b>Answers might consider</b> that the colonies were simply drifting away from Britain.</li> <li>• <b>Answers might consider</b> that the concept of liberty was developing among the colonists.</li> <li>• <b>Answers might consider</b> that the colonists were aware of their economic strength and their economic ties pulled them together.</li> <li>• <b>Answers might consider</b> the impact of 1763 Peace Settlement</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on ‘how strong’, but at Level 4 may simply list the strengths and weaknesses.</li> <li>• At Level 5 and above there will be judgement as to the relative importance of the reasons.</li> <li>• At higher levels candidates might establish criteria against which to assess the importance of the reasons.</li> <li>• To be valid judgements, claims must be supported by accurate and relevant 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 marks scheme.</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>1. Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>
2. <b>Level 6</b> 9–10 marks	3. Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
4. <b>Level 5</b> 7–8 marks	5. Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
6. <b>Level 4</b> 5–6 marks	7. Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
8. <b>Level 3</b> 3–4 marks	9. Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
10. <b>Level 2</b> 2 marks	11. Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
12. <b>Level 1</b> 1 mark	13. Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
14. 0 marks	15. Nothing of any relevance to the factors.

	<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 Question 1(b) and Question 2(b): Essay [20]</b>
<b>Level 6</b> 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 13–16 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> 10–12 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> 7–9 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> 4–6 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> 1–3 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.

**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 2017

