

GCE

History A

Unit : Y212/01 The American Revolution 1740 - 1796

Advanced GCE

Mark Scheme for June 2018

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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.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View

Here are the subject specific instructions for this question paper

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

Section A

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>Which of the following was of greater significance in the outcome of the Seven Years War?</p> <p>(i) the battle of Quiberon Bay (ii) the capture of Quebec</p> <p>Explain your answer with reference to both (i) and (ii)</p> <ul style="list-style-type: none"> • In dealing with the battle of Quiberon Bay answers might suggest that it prevented France from sending reinforcements to Canada. • Answers might suggest that it gave Britain naval superiority and therefore made Canada vulnerable. • Answers might suggest that it resulted in France focusing on Europe and the threat of Frederick the Great, but also ended France's invasion plans for England. • In dealing with the capture of Quebec answers might suggest it destroyed French power in Canada • Answers might suggest it led to the Peace of Paris in 1763 by which Britain kept Canada • Answers might suggest it led to the capture of Montreal 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to 'the battle of Quiberon Bay' and 'the capture of Quebec' • Answers may deal with each factor in turn, then compare them to reach a judgement, or may take a continually comparative approach. Either approach is acceptable. • 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.

Question	Answer/Indicative content	Mark	Guidance
(b)	<p>Assess the impact of the Boston Tea Party</p> <ul style="list-style-type: none"> • In arguing that the main impact was to harden British resolve answers might consider that in 1766 and 1770 colonial protest had led to a reversal of policy, but this time North took a hard line. • Answers might consider that it was seen as a challenge to the imperial system. • Answers might consider that it threatened national prosperity and security. • Answers might consider that it questioned the supremacy of the British parliament. • Answers might consider it resulted in the Coercive Acts or Intolerable Acts. • In arguing that there were other results it might be argued that the colonists were concerned that not just Massachusetts, but all America could face punishments • Answers might consider the insecurity felt by colonists. • Answers might consider the reaction of New York in 1774. • Answers might consider the economic reaction and the issue of a boycott. • Answers might consider the political response, such as the establishment of extra-legal conventions. • Answers might consider the growth of a radical press and pamphlets. • Answers might consider setting up of the Continental Congress. 	20	<ul style="list-style-type: none"> • No set answer is expected • At higher levels candidates will focus on assessing the reasons but at level 4 may simply list the reasons. • At Level 5 and above there will be judgement as to the reasons. • At higher levels candidates might establish criteria against which to judge the impact. • To be valid judgements, claims must be supported by relevant and accurate facts. If not they are assertions. • 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.

Question		Answer/Indicative content	Mark	Guidance
2	(a)	<p>Which of the following was of greater importance in the growth and development of opposition in the American colonies?</p> <p>(i) the Townshend duties (ii) the Intolerable Acts</p> <p>Explain your answer with reference to both (i) and (ii)</p> <ul style="list-style-type: none"> • In dealing with the Townshend duties answers might suggest that it led to the development of intellectual attacks on the British government • Answers might suggest that it led to support for the principle of ‘no taxation without representation’ • Answers might suggest that it led to the development of economic resistance • In dealing with the Intolerable Acts answers might suggest that all colonies saw it as a threat, not just Massachusetts • Answers might suggest that it led to establishment of extra-legal conventions • Answers might suggest it resulted in the Continental Congress 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to ‘the Townshend Duties’ and ‘the Intolerable Acts’ • Answers may deal with each factor in turn, then compare them to reach a judgement, or may take a continually comparative approach. Either approach is acceptable. • 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.

Question	Answer/Indicative content	Mark	Guidance
(b)	<p>‘America did not win the War of Independence, Britain lost it.’ How far do you agree?</p> <ul style="list-style-type: none"> • In arguing that Britain lost the war, answers might argue that the British government made serious mistakes, particularly at the start of the war. • Answers might consider the overestimation of loyalist support. • Answers might consider the assumption that the rebellion was limited to Massachusetts. • Answers might consider the failure of diplomacy in preventing France and Spain entering the war. • Answers might consider the actions of British generals and admirals. • Answers might consider the employment of Hessian troops. • Answers might consider the failure to gain local support, particularly in the south. • In arguing that America won the war, answers might argue that American endeavour was important. • Answers might consider the role of George Washington. • Answers might consider the tactics of the American forces in avoiding full-scale battles which they could not win. • Answers might consider the importance of the march to Yorktown in 1781. • Answers might consider the skill of American diplomats. • Answers might consider the role of John Adams. 	20	<ul style="list-style-type: none"> • No set answer is expected • At higher levels candidates will focus on assessing th but at level 4 may simply list reasons for and against the statement. • At Level 5 and above there will be judgement as to whether America won or Britain lost. • At higher levels candidates might establish criteria against which to judge whether Britain lost or America won. • To be valid judgements, claims must be supported by relevant and accurate facts. If not they are assertions. • 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.

APPENDIX 1 – this contains a generic mark scheme grid

	<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>
	Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 9–10 marks	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.
Level 5 7–8 marks	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.
Level 4 5–6 marks	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.
Level 3 3–4 marks	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.
Level 2 2 marks	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.
Level 1 1 mark	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.
0 marks	Nothing of any relevance to the factors.

APPENDIX 2 – this section contains additional subject specific information

	<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>
	Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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
Level 1 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
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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