



GCE

History A

Y242/01: The American Revolution 1740-1796

Advanced Subsidiary GCE

Mark Scheme for June 2019

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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 is the mark scheme for this question paper.

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>'The most important reason for strong relations between the colonists and Britain in the period to 1763 was fear of the French.' How far do you agree?</p> <ul style="list-style-type: none"> • In arguing that fear of the French was the most important reason, answers might consider the threat from France which ruled Louisiana and Canada • Answers might consider that the French also had stronger relations with Native Americans making them a threat • Answers might consider the fear of Catholicism. • Answers might consider that Catholicism was associated with absolutism and tyranny in the popular mind • Answers might consider the French desire to control the Ohio valley which brought them into conflict with the colonists • Answers might consider that the French were seen as a barrier to expansion, essential given the growing population • Answers might consider that France was seen as a common enemy with early wars focused on Europe 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the most important reason • At higher Levels candidates might establish criteria against which to judge strong relations. • To be valid judgements, claims must be supported by relevant and accurate material. 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.

<p>2.</p>		<ul style="list-style-type: none"> • Answers might consider that those who lived near the frontier expected to gain from the expulsion of the French • Answers might consider that the fear of the French made the colonists militarily dependent • In arguing that other factors were more important it might be argued that the colonies' autonomy ensured strong relations • Answers might consider the strong bonds and pride in their British heritage. • Answers might consider the economic interests within the mercantile system. • Answers might consider the policy of salutary neglect • Answers might consider the increased trade with Britain • Answers might consider the common institutions, such as monarchy, common law, language and culture • Answers might consider that there was no desire for unity and the concept of 'America' was limited. <p>Assess the problems faced by the American Republic in the period 1783-1796.</p> <ul style="list-style-type: none"> • In arguing that the main problem was the growth of national union, answers might argue that the Articles of Confederation provided only a weak national government. 	<p>30</p>	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the relative importance of the problems. • At higher Levels candidates might establish criteria against which to judge the relative importance of the problems. • To be valid judgements, claims must be supported by
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		<ul style="list-style-type: none"> • Answers might consider the lack of coercive power of the Confederation over states or individuals within states. • Answers might consider the problem of control of land south of Lakes and east of the Mississippi and the fear these lands might declare independence. • Answers might consider the lack of control over commercial matters. • Answers might consider the demand for stronger national government and the conflict it generated • Answers might consider the difficulties in drawing up a Constitution and the development of a new federal government • In arguing that other reasons were important, answers might argue foreign policy was a problem, particularly relations with Britain • Answers might consider the problems of relations with Spain • Answers might consider the economic problems following the destruction of the war • Answers might consider the economic problems created by the import of large quantities of British goods. • Answers might consider the financial problems, with the currency virtually worthless • Answers might consider the difficulty of paying soldiers. • Answers might consider the social tensions, Shay's rebellion and the Whiskey Insurrection 		<p>relevant and accurate material. If not, they are assertions.</p> <ul style="list-style-type: none"> • 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.
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<p>3</p>		<ul style="list-style-type: none"> • Answers might consider the problems of interstate disharmony • Answers might consider the issue of slavery, which already divided north and south, and relations with Native Americans. <p>Read the interpretation and then answer the question that follows:</p> <p>‘Taken together, the Coercive Acts [Intolerable Acts] and the Quebec Act seemed proof positive of a deliberate plot to oppress Americans.’</p> <p>Francis Cogliano, <i>Revolutionary America, 1763-1815</i>, 2010</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p> <ul style="list-style-type: none"> • The historical debate is about the aims of the two acts and whether they were an example of an attempt to limit American liberties, which had been suspected since the end of the Seven Years war or simply assert order • In analysing and evaluating the strengths and limitations of the interpretation, answers might consider that other issues, such as the interests of the members of the Convention, and the views of American nationalists. • In analysing and evaluating the strengths of the given interpretation, answers might use 	<p>20</p>	<ul style="list-style-type: none"> • No set answer is expected • 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. • Candidates must refer to at least one other interpretation. • The quality of analysis and evaluation of the interpretations should be considered when assigning answers to a level, not the quantity of other interpretations included in the answer. • Other interpretations considered as part of analysis and evaluation do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate’s own viewpoint. • Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in evaluation, however for Level 5 there should be well-supported evaluation of both and for Level 4 supported evaluation on both, in line with levels descriptors. • Candidates are not required to construct their own interpretation.
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		<p>knowledge and understanding of:</p> <ul style="list-style-type: none"> • the Quebec Act which placed authority in the hands of a governor with no elected assembly and limited trial by jury • how this might be applied to the whole of North America • how the act appeared to be a check on westward expansion by the thirteen colonies • how the Coercive Acts might be a threat to all colonies • the new Quartering Act • the power given to the governor of Massachusetts • the Impartial Administration Justice Act, which provided for the transfer of murder trials to Britain • In analysing the limitations of the given interpretation, answers might use knowledge and understanding of: <ul style="list-style-type: none"> • The Coercive Acts were to punish only Massachusetts • The Quebec Act was designed to protect the rights of French Canadians and was a liberal piece of legislation • Opponents of British rule used the acts as propaganda, whereas Britain had to assert its authority in response to events such as the Boston Tea Party • Other interpretations that might be used in evaluation of the given interpretation are: <ul style="list-style-type: none"> • Interpretations that focus on the views of other actions that appeared to suggest there was a 		
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			<p>British conspiracy to limit liberties</p> <ul style="list-style-type: none">• Interpretations that focus on the concept of an awful conspiracy, seen in the Stamp Tax crisis, to establish despotic rule• Interpretations that focus on British concerns to discourage inland colonisation• The acts were simply part of the process of making America pay for itself.		
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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 Section A, Questions 1 and 2: Essay [30]
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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>
	Generic mark scheme for Section B, Question 3: Interpretation [20]
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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.

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