

GCE

History A

Y212/01: The American Revolution 1740-1796

Advanced GCE

Mark Scheme for November 2020

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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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Annotations

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

Subject Specific Marking Instructions

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>Which of the following caused the most difficulties for the early republic in the period from 1783 to 1796?</p> <p>(i) Relations with Spain (ii) Relations with Britain Explain your answer with reference to both (i) and (ii)</p> <ul style="list-style-type: none"> • In dealing with Spain it might be argued that the boundaries established with Spanish territories at the Treaty of Paris were not accepted by the latter • Answers might consider the impact of disputes with Spain • Answers might consider how the Spanish encouraged Native Americans in their disputes • Answers might consider the extent to which difficulties were overcome with agreement over trade on the Mississippi and the 1795 Pinckney Treaty • In dealing with Britain answers might consider the problems created by British occupation of areas of the Northwestern Territory • Answers might consider the problems caused by Canadian support for Native American resistance to US settlement • Answers might consider the problem of restrictions on US trade with the Caribbean • Answers might consider the impact of the French revolution and the potential for war • Answers might consider the importance of the Jay Treaty of 1795, particularly the reaction in the South 	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 ‘relations with Spain’ and ‘relations with Britain’ • 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.

	(b)*	<p>'The most important reason for the defeat of the British in the American War of Independence was the quality of the British military leadership.' How far do you agree?</p> <ul style="list-style-type: none"> • In arguing that British military leadership was the main reason it might be argued that Howe did little to help Burgoyne • Answers might consider that Burgoyne underestimated both the enemy and terrain, he was over-confident • Answers might consider that Germain failed to order Howe to co-operate with Burgoyne • Answers might consider that generals in America needed to act according to circumstances • Answers might consider that Howe and Clinton were too cautious • Answers might consider the failure of the military and navy to co-operate • In arguing that that there were other factors it might be argued that the British government over-estimated loyalist support and assumed the rebellion was localised • Answers might consider the role of France and Spain • Answers might consider the role of Lord North • Answers might consider the role of Hessian troops • Answers might consider the actions of Americans • Answers might consider the role of Washington and the Continental army 	20	<ul style="list-style-type: none"> • No set answer is expected • At higher levels candidates will focus on how successful but at level 4 may simply list success and failures. • At Level 5 and above there will be judgement as to the success. • At higher levels candidates might establish criteria against which to judge the success. • 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.
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2	(a)	<p>Which of the following was more significant in the failure of the British to win the war in the period from 1775 to 7.</p> <p>(i) General Howe (ii) General Burgoyne</p> <p>Explain your answer with reference to both (i) and (ii)</p> <ul style="list-style-type: none"> • In dealing with General Howe answers might suggest that he was too cautious • Answers might consider his failure to destroy Washington's army in 1776-7 • Answers might consider his failure to help Burgoyne • Answers might consider Howe's role at Bunker Hill and the consequences • In dealing with Burgoyne answers might suggest he underestimated the enemy and terrain • Answers might consider the impact of Burgoyne's surrender at Saratoga • Answers might consider the failure of Burgoyne on leaving Canada and the slow movement of his forces • Answers might consider the failure of loyalists and Native Americans to join Burgoyne 	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 'General Howe' and 'General Burgoyne' • 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.
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2	(b)*	<p>How important were developments in political thought in bringing about the American Revolution?</p> <ul style="list-style-type: none"> • In arguing that developments in political thought were important, answers might consider the impact of Thomas Paine’s ‘Common Sense’ • Answers might consider that the number of printing presses and literacy rates helped the spread of ideas. • Answers might consider the impact of Enlightenment ideas • Answers might consider the ideas of American Whiggism and the concern that executive power was increasing • Answers might consider that ideas such as tyranny and absolutism were important in creating opposition to British rule • Answers might consider the importance of representation, loss of liberties and property rights in creating opposition • Answers might consider that ideological issues brought the question of taxation to the fore • In arguing that other factors were more important, answers might consider the impact of British policies, such as the Stamp Act, Declaratory Act, Townshend Duties, Coercive Acts • Answers might consider popular protest and the action of the mob • Answers might consider the impact of the Boston Tea Party • Answers might consider the role of Continental Congress • Answers might consider the issue of Quebec • Answers might consider the response of the colonists to British policies; Committees of 	20	<ul style="list-style-type: none"> • No set answer is expected • At higher levels candidates will focus on assessing to what extent but at level 4 may simply list reasons for and against the statement. • At Level 5 and above there will be judgement as to what extent. • At higher levels candidates might establish criteria against which to judge whether Napoleon achieved his foreign policy aims • 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.
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			Correspondence, trade boycotts, Committees of Safety		
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APPENDIX 2 – this section contains additional subject specific information

Use this space if you have extensive subject specific information that is inappropriate to include elsewhere.

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