



**GCE**

**History A**

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

Advanced 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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1. Here is the mark scheme for this question paper.

**MARK SCHEME Section A**

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p><b>Which of the following was of greater importance in the growth of opposition to British rule in America?</b></p> <p><b>(i) The Proclamation Act</b> <b>(ii) The Stamp Act</b></p> <p><b>Explain your answer with reference to both (i) and (ii)</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with the Proclamation Act</b> answers might suggest that it angered some colonies, particularly Virginia which had claims to western lands</li> <li>• Answers might suggest that it angered many frontiersmen and land speculators</li> <li>• Answers might suggest that it did not spark serious discontent as it was difficult to enforce and at least 30,000 American settlers moved west in the period 1763-1768</li> <li>• <b>In dealing with the Stamp Act</b> answers might suggest the warning given about its introduction allowed opposition the chance to develop</li> <li>• Answers might suggest its universality antagonised many, particularly influential colonists, including lawyers, printers and tavern-keepers</li> <li>• Answers might suggest it caused opposition as it was the first direct tax levied by Parliament and</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 the Proclamation Act and the Stamp Act</li> <li>• 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.</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>

	(b)	<p>was seen as dangerous and an unjustified innovation, raising the issue of no taxation without representation</p> <ul style="list-style-type: none"> <li>Answers might suggest it led to the Virginia Resolves and Stamp Act Congress, which led to popular protest, mob action and the founding of the Sons of Liberty and a boycott of goods.</li> </ul> <p><b>'The regulation of trade was the most important cause of tension between Britain and the colonists before 1763.' How far do you agree?</b></p> <ul style="list-style-type: none"> <li><b>In arguing that the regulation of trade was the most important cause of tension,</b> answers might argue that mercantilism limited the development of the American economy and trade</li> <li><b>Answers might consider</b> the strength of opposition mercantilism generated</li> <li><b>Answers might consider</b> the increase in the number of enumerated goods.</li> <li><b>Answers might consider</b> the impact of the Navigation Laws</li> <li><b>Answers might consider</b> the limits to colonial manufacturing that Britain imposed</li> <li><b>Answers might consider</b> the extent to which the colonists benefited from the mercantilist system</li> <li><b>In arguing that there were other factors,</b> answers might argue that the mercantilist system brought benefits and there was little opposition</li> <li><b>Answers might consider</b> the role of George Washington.</li> <li><b>Answers might consider</b> that the colonies ran</li> </ul>	20	<ul style="list-style-type: none"> <li>No set answer is expected</li> <li>At higher levels candidates will focus on most important but at level 4 may simply list the reasons.</li> <li>At Level 5 and above there will be judgement as to the most important reason.</li> <li>At higher levels candidates might establish criteria against which to judge the impact.</li> <li>To be valid judgements, claims must be supported by relevant and accurate facts. 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>
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2	(a)	<p>their own affairs and any attempt by Britain to assert their rights created opposition</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the inability of the British to enforce trade laws and discuss the Woollen Act, the Hat and Iron Act</li> <li>• <b>Answers might consider</b> the impact of educational opportunities and the growth of the printing press in spreading ideas</li> <li>• <b>Answers might consider</b> the impact of the various wars, particularly the War of Austrian Succession and the Seven Years War on relations</li> <li>• <b>Answers might consider</b> the issue of relations with the Native Americans and the French</li> <li>• <b>Answers might consider</b> the nature of British rule</li> </ul> <p><b>Which of the following was of greater importance in the defeat of the British?</b></p> <p><b>(i) The Saratoga campaign</b> <b>(ii) The siege of Yorktown</b></p> <p><b>Explain your answer with reference to both (i) and (ii)</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with Saratoga</b> answers might suggest that it was a boost to the rebels as it was the first time they had defeated the British in a major campaign</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 Saratoga and Yorktown</li> <li>• 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.</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>
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	(b)	<ul style="list-style-type: none"> <li>• Answers might suggest that it led to Clinton’s abandonment of the Highlands, which was a crucial area</li> <li>• Answers might suggest that it led to the British sending a secret agent to contact American commissioners about ending the war</li> <li>• Answers might consider the international consequences</li> <li>• <b>In dealing with Yorktown</b> answers might suggest that it was a decisive defeat, but Britain still controlled large areas</li> <li>• Answers might suggest that it did not lead to the collapse of the British position</li> <li>• Answers might suggest that it led to Britain discontinuing operations and the public and parliament were reluctant to continue the war</li> </ul> <p><b>Assess the reasons why it was so difficult to find a successor to Washington in 1796.</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that the main reason</b> was the influence and power of Washington, answers might consider that no-one had the skills of Washington who avoided political in-fighting.</li> <li>• <b>Answers might consider</b> his reputation and patriotic prestige.</li> <li>• <b>Answers might consider</b> that he embodied national authority.</li> <li>• <b>Answers might consider</b> that it was Washington who made the Constitution work</li> <li>• <b>Answers might consider</b> Washington’s decision</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels candidates will focus on assessing the reasons but at level 4 may simply list the reasons</li> <li>• At Level 5 and above there will be judgement about the relative importance of the reasons</li> <li>• At higher levels candidates might establish criteria against which to judge whether Britain lost or America won.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate facts. 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>
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		<p>not to seek re-election</p> <ul style="list-style-type: none"><li>• <b>In arguing that there were other reasons</b> it might be argued that his retirement created party strife</li><li>• <b>Answers might consider</b> the factional rivalries within the Federalists</li><li>• <b>Answers might consider</b> the emergence of political parties so that the Presidency became a party question</li><li>• <b>Answers might consider</b> the nature of electing a President and the role of party intrigue</li><li>• <b>Answers might consider</b> the emerging geographical and socio-economic divisions within America</li><li>• <b>Answers might consider</b> the differing attitudes towards the French revolution and foreign policy</li><li>• <b>Answers might consider</b> the personalities of the candidates</li></ul>		<ul style="list-style-type: none"><li>•</li></ul>
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