

Answer **EITHER** all of Question 1, or all of Question 2.

1 (a) Which of the following was more responsible for the failure of the Articles of Confederation?

- (i) Economic Problems
- (ii) Civil Disobedience

Explain your answer with reference to both (i) and (ii).

[10]

1 (b)* 'Increased taxation was the main reason for growing hostility to British rule by 1776'. How far do you agree?

[20]

OR

2 (a) Which of the following was of greater importance as a cause of the Declaration of Independence?

- (i) The 'Intolerable Acts'
- (ii) The First Continental Congress?

Explain your answer with reference to both (i) and (ii).

[10]

2 (b)* To what extent was French entry into the war the main reason for American victory in the War of Independence?

[20]

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Oxford Cambridge and RSA

...day June 20XX – Morning/Afternoon

A Level History A

Unit Y212 The American Revolution 1740–1796

SAMPLE MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 30

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on–screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log–in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
- where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
- if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.
- Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

| Descriptor | Award mark |
|---|---|
| On the borderline of this level and the one below | At bottom of level |
| Just enough achievement on balance for this level | Above bottom and either below middle or at middle of level (depending on number of marks available) |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level | At top of level |

11. Annotations

| Annotation | Meaning |
|------------|---------|
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12. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

| | |
|------------------------------|--|
| | <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. |

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| | <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. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. |
| 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 by limited evidence and the relationship to the evidence may not be clear. |
| 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 supported by limited evidence. |
| 0 marks | No evidence of understanding and no demonstration of any relevant knowledge. |

| Question | Answer | Marks | Guidance |
|----------|--|-------|---|
| 1 (a) | <p>Which of the following was more responsible for the failure of the Articles of Confederation?</p> <p>(i) Economic Problems (ii) Civil Disobedience</p> <p>Explain you answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with Economic Problems, answers might suggest that the fact that the Articles made no provision for national taxation or regulation of commerce was a major weakness. • Answers might suggest that the economic legacy of the War of Independence weakened the new Confederation from the outset, particularly due to inflation and loss of preferential trade terms with Britain. • Answers might also, however, suggest that these economic difficulties could have been managed and improved in time in different circumstances. • In dealing with Civil Disobedience, answers might suggest that Shay's Rebellion of 1786 highlighted the weakness of the Confederation and its vulnerability to 'mob rule'. • Answers might suggest that civil unrest in Massachusetts was symptomatic of widespread discontent across all the former Thirteen Colonies. • Answers might also, however, suggest that civil disobedience was largely confined to the North East and was not a national problem. | 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 'failure of the Articles of Confederation' • Answers may deal with each factor in turn, then compare them to reach a judgement, or make 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 | Marks | Guidance |
|----------|---|-------|---|
| 1 (b)* | <p>To what extent was increased taxation the main reason for growing hostility to British rule by 1776?</p> <ul style="list-style-type: none"> • In arguing that increased taxation was the main reason, answers might comment on the many new taxes introduced after the Seven Years War including the Sugar Act, Townsend Duties and Tea Act, and American reactions to them. • However, answers might also comment that taxation represented a broader underlying grievance about the authority of the English Parliament in the American colonies. • In arguing that increased taxation was not the main reason, answers might analyse other factors such as political grievances over the relationship between the American colonies and the English Crown and Parliament and the extent of their authority in America. • Answers might discuss military factors including the Quartering Act and Boston Massacre. • Answers might discuss coercive English actions in the colonies, such as the Intolerable Acts. • Answers might discuss religious grievances and fears of Roman Catholicism, e.g. the Quebec Act. • Answers might discuss the importance of key individuals in generating hostility to British rule, e.g. Jefferson, Dickenson and Adams. | 20 | <ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘the main reason’, but at Level 4 may simply list reasons. • At Level 5 and above there will be judgement as to the relative importance of reasons. • At higher levels candidates might establish criteria against which to judge the most important reason. • To be valid judgements claims must be supported by relevant and accurate material. If not, they are assertions. • At higher levels candidates will focus on ‘hostility to British rule’ (as opposed to, for example, causes of declaring independence). • 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 | Marks | Guidance |
|----------|---|-------|---|
| 2 (a) | <p>Which of the following was of greater importance as a cause of the Declaration of Independence?</p> <p>(i) The ‘Intolerable Acts’</p> <p>(ii) The First Continental Congress</p> <p>Explain you answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with the Intolerable Acts, answers might suggest that the five Acts passed in response to civil disobedience in Boston turned a local issue into a ‘national’ one, thus creating the preconditions for the Declaration of Independence. • Answers might suggest that the specific measures introduced by the Acts convinced Americans that the Crown intended to erode traditional English ‘liberties’ across America. • Answers might, however, also suggest that in summer 1774 the colonies lacked the political unity and military strength to declare independence and that there was no colony–wide consensus on what the response to these Acts should be. • In dealing with the First Continental Congress, answers might suggest that this was a key turning point in creating political unity among the colonies. • Answers might suggest that it brought to prominence several key leaders who would go on to become instrumental in drafting the Declaration of Independence. • Answers might also suggest, however, that the outcome of this Congress was a petition to demand reform, rather than independence, and it was subsequent military developments which stimulated the Declaration itself. | 10 | <ul style="list-style-type: none"> • No set answer is expected. • Judgement must be supported by relevant and accurate material. If not, mark as assertion. • Only credit material relevant to reasons for the Declaration of Independence. • Answers may deal with each factor in turn, then compare them to reach a judgement, or make 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 | Marks | Guidance |
|----------|--|-------|--|
| 2 (b)* | <p>To what extent was French entry into the war the main reason for American victory in the War of Independence?</p> <ul style="list-style-type: none"> • In arguing that French entry into the war was the main reason, answers might comment on the increased military resources the French entry into the War made available, its impact on bringing the Dutch and Spanish into the War on the side of America and the international strategic problems the alliance brought for GB. • Answers might also comment, however, that France would not have entered the War were it not for the display of military prowess the Americans made at Saratoga. • In arguing that French entry into the War was not the main reason, candidates should analyse other factors which consider both American strength and British weakness such as the leadership of Washington and/or the role of other key individuals. • Answers might discuss British military weaknesses and the strategic challenge of crushing a distant rebellion. • Answers might discuss British supply problems. • Answers might discuss the changing nature and extent of support for both Britain and the rebels from Americans. • Answers might discuss the development of the Continental Army and importance of key military turning points, e.g. Saratoga, Monmouth, Yorktown. | 20 | <ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on 'main', but at Level 4 may simply list reasons. • At Level 5 and above there will be judgment as to the relative importance of reasons. • At higher levels candidates might establish criteria against which to judge the most important reason. • 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. |

Assessment Objectives (AO) Grid

| Question | AO1 | AO2 | AO3 | Total |
|----------|-----|-----|-----|-------|
| 1a/2a | 10 | | | 10 |
| 1b/2b | 20 | | | 20 |
| Totals | 30 | | | 30 |

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