

Past-paper walk-through

The American Revolution ■ 3.5

eXercise

Questions in this set

- 2025 Set 1 Q3
- 2024 Set 1 Q3
- 2023 Set 2 Q1

Reading the mark scheme

- **B1** a mark that stands on its own – the point is either made or not.
- **M1** a *method* mark: the right approach, even if the number is wrong.
- **A1** an *answer* mark, and it usually needs its M mark first.
- **C1** a working mark on the way to the answer.
- **//** separates answers the examiner accepts equally.
- **ecf** = error carried forward: a later part is marked on your own earlier answer.
- **owtte** = “or words to that effect” – the wording need not match.

Question 3

2025 Set 1 ■ Q3

Respond to parts A, B, and C.

- (a)** Briefly describe one political development in British North America from 1607 to 1753.
- (b)** Briefly describe one effect of the Seven Years' War from 1754 to 1765.
- (c)** Briefly explain how one group responded to debates about the rights of British colonists from 1765 to 1783.

Solution 3

(a) Mark scheme

- Briefly describe one political development in British North America from 1607 to 1753. (1 point) — accept any: British American colonies established self-governing institutions.; In New England, political power was based on participatory town meetings.; Enlightenment values encouraged colonists in British North America to assert principles of self-governance.; Colonists' desire for more land prompted conflicts with Native Americans.; Many proprietary and corporate colonies transitioned to direct royal government.; British officials did not consistently enforce mercantilist policies.

Solution 3

(b)

Mark scheme

- Briefly describe one effect of the Seven Years' War from 1754 to 1765. (1 point) — accept any: Great Britain further taxed its North American colonies to pay for the Seven Years' War.; The Seven Years' War led to the end of the French colonies in North America.; The Seven Years' War heightened tensions between the colonists, British officials, and Native American groups.

Solution 3

(c) Mark scheme

- Briefly explain how one group responded to debates about the rights of British colonists from 1765 to 1783. (1 point) — accept any: In response to debates about the rights of British colonists, American colonists believed government violations of their natural rights justified declaring independence.; During the American Revolution, Loyalists attempted to defend the British Crown against Patriots who claimed that the British violated their rights.; Patriots rejected British taxation policies, leading to public protests that criticized the rule of the British Crown.; British officials asserted their right to govern the colonies and sent soldiers to suppress the colonial rebellion.

Question 3

2024 Set 1 ■ Q3

Respond to parts a, b, and c.

- (a)** Briefly describe one British government policy enacted in colonial North America from 1763 to 1776.
- (b)** Briefly explain one similarity OR difference in how TWO groups in North America responded to a British policy from 1763 to 1783.
- (c)** Briefly explain how one specific historical development contributed to the American colonists' victory over Great Britain from 1775 to 1783.

Solution 3

(a)

Mark scheme

- Briefly describe one British government policy enacted in colonial North America from 1763 to 1776. (1 point) — accept any: The British government enacted new taxes to raise revenue.; The British government collected taxes without colonial representation in Parliament.; The British government established the Proclamation Line to reduce tensions with Native Americans by preventing settlers from moving westward.; British officials blockaded American ports to assert imperial authority over the colonies.

Solution 3

(b) Mark scheme

- Briefly explain one similarity OR difference in how TWO groups in North America responded to a British policy from 1763 to 1783. (1 point) — accept any: While loyalists sought to remain loyal to the crown, Patriots argued that colonists should fight for their liberties.; Native Americans supported the Royal Proclamation of 1763 preventing colonial encroachment, while the colonists defied the Proclamation of 1763 moving west.; The Sons and Daughters of Liberty both protested policies through supporting boycotts on British imported goods.; During the Revolutionary War some Native American nations, such as the Kanien'kahà:ka [Mohawk] allied with the British, while other nations, such as the Oneida Nation, allied with the colonists.; Northern merchants and Southern plantation owners

Solution 3

opposed the imposition of taxes on trade in the colonies.; Puritans in New England disliked the Quebec Act because it tolerated Catholicism, while southern planters disliked the Quebec Act because it prevented settlement on land that they claimed.; Merchants in New England responded to the Stamp Act by boycotting British goods, but merchants in the Caribbean did not boycott goods and remained loyal to the British government.

Solution 3

(c) Mark scheme

- Briefly explain how one specific historical development contributed to the American colonists' victory over Great Britain from 1775 to 1783. (1 point) — accept any: Assistance from European allies helped the Patriots overcome the British advantage and win the war.; The actions of colonial militias helped overcome Great Britain's overwhelming military and financial advantage and contributed to the colonist victory over Great Britain.; Colonial women provided important material and financial support to the Patriot cause.; George Washington led the Continental Army and his military leadership helped to defeat the British.; The colonists' ideological commitment and resilience helped the Patriots overcome the British advantage and win the war.

Question 1

2023 Set 2 ■ Q1

“As [the American Revolution] unfolded . . . many white colonists . . . began to fashion themselves ever more urgently as a people under the threat of enslavement by the mother country’s colonial authorities. . . . The irony of their posture, when real-life slavery was legal in all the American colonies, was noted during the time and has been analyzed almost endlessly ever since. . . . “[Enslaved African Americans] immediately saw a connection between their situation and the metaphorical ‘enslavement’ that white colonists said they were trying to escape. Some sensed that the looming colonial conflict might benefit them, and hoped that all the talk about liberty would be a contagion spreading to all parts of society.” Source: Annette Gordon-Reed, historian, *The Hemingses of Monticello*, study of a family of enslaved people held by Thomas Jefferson, 2008 “The [American] Revolution transformed American political culture by allowing large numbers of people who had previously

Question 1

been excluded from politics to come forward, to speak up, and to shape the flow of events. . . . Within an eighteenth-century context in which political power revolved around figures claiming authority simply as a result of bloodlines, this was a radical development. “. . . Managing the imperial conflict opened new opportunities for local men who suddenly found themselves in charge of organizing and policing resistance. . . . The newly empowered actors were neither owners of large plantations nor prosperous merchants. . . . Most people who . . . accepted demanding posts in local government would have remained obscure individuals in a colonial society had not the Revolution intervened, presenting unanticipated challenges and responsibilities. . . . “During the course of this evolving political crisis, a colonial rebellion gave birth to a genuine revolution.” Source: T. H. Breen, historian, *The Will of the People: The Revolutionary Birth of America*, 2019

Using the excerpts, respond to parts a, b, and c.

Question 1

- (a)** Briefly describe one major difference between Gordon-Reed's and Breen's interpretations of the American Revolution.
- (b)** Briefly explain how one specific event or development from 1763 to 1800 not explicitly mentioned in the excerpts could be used to support Gordon-Reed's interpretation.
- (c)** Briefly explain how one specific event or development from 1763 to 1800 not explicitly mentioned in the excerpts could be used to support Breen's interpretation.

Solution 1

(a) Mark scheme

- Briefly describe one major difference between Gordon-Reed's and Breen's interpretations of the American Revolution. (1 point) — accept any: Gordon-Reed mainly looks at the impact of the Revolution on African Americans, but Breen focuses on ordinary colonists without power.; Gordon-Reed argues that the Revolution did not live up to its perceived goals for African Americans, whereas Breen argues that the Revolution resulted in significant social change.; Breen argues that the American Revolution resulted in many people actually having new opportunities to improve their situation, while Gordon-Reed argues that enslaved African Americans hoped that talk of liberty would spread during the Revolution.

Solution 1

(b) Mark scheme

- Briefly explain how one specific event or development from 1763 to 1800 not explicitly mentioned in the excerpts could be used to support Gordon-Reed's interpretation. (1 point) — accept any: Gordon-Reed's argument about African Americans' hope that talk of liberty would spread is evident in calls for abolition during and after the American Revolution.; The Declaration of Independence inspired many African Americans in northern states to petition state governments for freedom.; The contradiction between revolutionaries' calls for freedom and the existence of slavery led to the formation of antislavery organizations such as the Pennsylvania Abolition Society. Examples that earn this point might include the following, if appropriate elaboration is provided.; Negotiations related to the

Solution 1

three-fifths clause; Constitutional provision to allow the abolition of the international slave trade; Growing regional divide over slavery; Passage of Northwest Ordinance; African Americans fighting in the Revolution

Solution 1

(c) Mark scheme

- Briefly explain how one specific event or development from 1763 to 1800 not explicitly mentioned in the excerpts could be used to support Breen's interpretation. (1 point) — accept any: The Patriot cause was supported by laborers and colonial leaders through various protests, which supports Breen's argument that the Revolution contributed to greater opportunity.; The Declaration of Independence challenged the status quo by asserting the political rights of citizens, which inspired many to support the Patriot cause and the creation of the United States. Examples that earn this point might include the following, if appropriate elaboration is provided:; The development of republican motherhood; The ideas in Thomas Paine's *Common Sense*; Participation in

Solution 1

political parties; Federalist and Anti-Federalist debates; Various political activities, such as protests, boycotts, and resistance to taxes