

Edexcel – AS GCE Unit 1: Historical Themes in Breadth Option C	C2 Relations with the American Colonies and the War of Independence, c.1740–89	General Advice for Unit 1
---	---	--------------------------------------

General Advice for Unit 1

Approaching Unit 1

Unit 1 answers require you to produce a reasoned, *analytical* essay that comes to a judgement as to extent, significance, importance, etc. To reach a Level 5 answer of 25–30 marks you need to write an evaluative or integrated essay (this means that your essay will bring together all the points you have made in the answer and show how they are connected) that answers the essay question set, showing direct understanding and backed up by detailed, accurate supporting evidence spread across the time period specified. You will almost certainly need to achieve at least one high Level 4 and a Level 5 answer to gain an A grade.

Most candidates produce an essay which provides some of the above qualities but not all, achieving at least Level 3 (starting at 13 marks). You will almost certainly need to produce two Level 3 answers to gain an E grade.

The key to gaining a good grade is to try to produce an essay with all the required qualities. However, before you can write your essay it is essential that you know your topic. In the specification (exam guidelines) each topic is divided into four bullet points across a specified period of time. You need to revise all the information for your topic because the questions asked can be about the whole topic, a theme from one or more of the bullet points or from only one of the bullet points. It is also very important that you know the key dates for your topic (see the Chronology) so that you can understand why questions begin and end with certain dates or how they can be used as supporting evidence in your essays. All answers from Level 3 upwards require some accuracy of factual knowledge and a high Level 4 or Level 5 requires that the supporting evidence you use is securely accurate – *so you must learn what happened and when*.

Only then will you be able to explain why historical events happened or the significance of those events in a reasoned, analytical essay.

What should I try to do to produce a higher-level answer?

1. **Answer the question asked.** Make sure that you read the question carefully and that you know exactly what you are being asked to do. Highlight the four main parts of the essay: the **instruction**, the **given factor**, the **focus**, the **time period**.

How far do you agree that the **Great Depression was the main reason** for the **increased support for the Nazi Party** in the years **1929–1933**?

Use this to help you plan your answer.

Access to History Online Edexcel Unit 1 – C2 Relations with the American Colonies and the War of Independence, c.1740–89

2. **Write a brief introduction.** You only have about 35 minutes to write your essay once you have planned it, so your introduction needs to show that you understand the question and to outline what your answer is going to be.
3. **Discuss the given factor or named event/individual/idea directly.** An answer which briefly mentions the given factor in a few sentences and then discusses several other important factors is attempting analysis and so can only reach Level 3. For questions which require you to show extent, you need to show how the given factor contributed to the focus and compare it to other factors. Depending on how important you think the given factor is, you should write at least one detailed paragraph and usually two about the suggested factor. If you think it is the most important factor, then explain why it is more important than other factors. If you think that it is one of many, then show how different factors are connected to each other. If the question requires you to discuss significance, then explain the extent to which the individual or event affected what happened.
4. **Begin each paragraph by making a point which helps to answer the question.** Your opening sentences should not tell the story. You need to make sure that each of your points stands up – you need to provide supporting and explanatory evidence. A good rule to follow is to provide up to three factual examples with explanation to prove each point. You cannot include everything in an essay of about 35 minutes but make sure that your paragraphs provide some alternative factors or counter-arguments and that the whole time period set in the question is covered.
5. **You must come to a judgement in your conclusion.** To gain a high Level 4 or Level 5 you need to evaluate your response and come to a judgement. In your conclusion you should answer the question asked, with reference to the points you have made in the paragraphs. All the questions require you to give some weighting in your answer. You need to say exactly how important, how significant, how responsible, etc. the given factor is, for example: 'The Great Depression was undoubtedly a significant factor in persuading many ordinary Germans to support the Nazis through promises of jobs and an increase in living standards. However, it was the variety of different promises made to many different sections of German society that won them such widespread support.'

It is important to remember that even though you may know how to answer the types of questions set in Unit 1 your supporting evidence must be detailed, well reasoned and accurate. A generalised answer, or one which does not have wholly relevant or secure supporting evidence, is a Level 3 answer.

<p>Edexcel – AS GCE Unit 1: Historical Themes in Breadth Option C</p>	<p>C2 Relations with the American Colonies and the War of Independence, c.1740–89</p>	<p>Essay Question</p>
---	---	------------------------------

Examiner's Specific Advice

See General Advice for Unit 1 for more detail.

The mark scheme for Unit 1 questions tests your ability to *present historical explanations and reach a judgement*.

To enable you to do this, you should ensure that you:

- decode the question – identify what it wants you to do, the key issue, the focus and the chronological range
- plan your answer briefly – a high-level response has good organisation
- answer directly the question asked
- write in well-constructed paragraphs
- use effective supporting evidence – relevant and accurate with good (but not extensive) detail
- write a conclusion with a judgement answering the question.

Decode

In this case you are being asked to focus on the relationship between Britain and the American colonies between the years c1740 (which is the beginning date of the course) and 1763 (the end of the Seven Years' War). You are required to discuss how good the relationship was and make a judgement on the claim that there was very little tension.

Exemplar Question

How accurate is it to suggest that in the years c.1740–63 there was very little tension in the relationship between Britain and the American colonies?

[30 marks]

Planning your response

If you are going to divide your time equally between each of the questions, the most time you can spend on each question is 40 minutes. You may think that this means you do not have enough time to plan your response. In reality it means you must organise your answer well (as you cannot write everything you know about the issue) and *should spend up to 5 minutes* considering how you are going to organise the explanation and judgement you are going to give.

1. Briefly answer the question in no more than 1–3 sentences. To do this, imagine that someone has asked you to answer the question without any supporting detail. Make this the basis of your introduction.
2. Make a list of 5–8 points/explanations that you want to make to create a discussion. You could divide them into points for and points against.
3. If you feel you have enough time, you could develop the links between points or jot down some evidence that you might use in support.

Plan

Brief answer: To a large extent the statement is true – little direct tension during this period – however, areas of tension which would grow to cause many problems later on.

- Relationship generally good – colonies content and British policy of salutary neglect
- Mercantilism appeared to be working
- More division between/within colonies
- Colonies had long-term tensions with Britain
- Mercantilism a potential problem
- Disagreement between British army and colonial militia

Examiner's Exemplar Answer 1

I agree with the suggestion that there was not very much tension in the relationship between Britain and the American colonies in the years c.1740–63. The colonists saw themselves as British and did very little to antagonise them. The British followed a policy of 'salutary neglect' which meant that they did not interfere with the colonies. There was, however, some tensions between the two (1).

The British had followed a policy of 'salutary neglect' with the American colonies because they were so far away and communication was difficult (2). If the American colonists caused any unrest then it would be difficult to put down any uprisings and their European rivals, such as

(1) This is a typical personalised introduction which shows some understanding of the question and is aware of the influence of the relationship between Britain and the colonies. Attempts to show a counter-argument – possible Level 3 or Level 4.

(2) Paragraph begins with a relevant statement which is then developed. It is a statement rather than analysis.

France and Spain, could take advantage. All the time that the British were earning money from the customs duties and Navigation Acts then the British were happy to let the colonists carry on.

The American colonists saw themselves as being British rather than American (3). Most of them had connections to Britain as can be seen by the names of some of the most important towns, such as Boston and New York. The colonists had continued with the British way of life which included speaking English, using common law and being subjects of the British Crown. The colonists did not want to challenge British authority but wanted to be treated as fairly as the British at home and to be able to progress economically and politically.

Although the mercantilist policies which were based on the Navigation Acts raised a lot of money for the British, during this period the American colonies prospered from trade with Britain (4). The Americans were able to protect the industries established in America and, in particular, the ship-building industry benefited from trade being carried out only in British ships. Because the British did not enforce the rules too strictly the colonists also made money by getting around the Navigation Acts by smuggling. There was very little criticism of the regulations during this period.

There were tensions between the colonists and the British as well (5). The colonists wanted to make sure that they had equal rights with the British subjects back home and so by the 1750s had established colonial assemblies with the powers to make laws concerning every-day life in the colonies. This meant that there were tensions at times with both the colonial governors who represented the King and the British parliament. The colonists also went out of their way not to have to pay customs duties which meant that Britain was collecting less money than they should and the colonists were determined not to pay any direct taxes to the British.

The British and the colonists also disagreed on how the frontiers should be defended (6). There was French and Spanish territory in North America and there was always the possibility of attack. The British defended the colonies but wanted the colonists to help with the defence. However, at

(3) Once gain this is a relevant statement about the relationship – suggesting a high Level 3 – but it is implicit because it does not show how this affected the relationship.

(4) Further statement in support of the suggestion in the question with development. The suggestion is adequately developed over three paragraphs to suggest a good Level 3.

(5) A counter-statement is produced. The analytical element is implicit rather than direct suggesting Level 3. However, the supporting evidence is developed and explained.

(6) A further counter-argument.

this point the British did not expect the colonies to pay for their defence. The colonists believed it was their 'right' as British subjects to be protected. When war did break out tensions between the two grew. In the War of the Austrian Succession the colonists managed to capture the French town of Louisbourg but it was returned by the British at the end of the war. A colonist force led by George Washington was forced to surrender to the French which annoyed the British. In the Seven Years War there was open tension between the colonist militia and the British commanders. The British thought that the Americans were lazy and inefficient and the Americans disliked the poor behaviour of British troops who lived with them (7).

So, I agree that there was very little tension in the relationship because most of the time there was very little friction between them. However, there were things which caused problems between them (8).

Examiner's Assessment

This is a High Level 3 answer. It attempts analysis because it breaks down the question and shows some explanatory features. There is some understanding of the focus of the question with reference both to a good relationship and some tensions. The counter-argument element would put this in the higher band. The paragraphs are organised into a commentary with development and some exemplification but the quality is variable. This is essentially a series of developed statements rather than a discussion. The language used is straightforward rather than complex written communication.

Examiner's Exemplar Answer 2

It has been suggested that before the Peace of Paris in 1763, which brought an end to the Seven Years' War between Britain and her colonies and France, there was little sign of the unrest which would result in the American colonies declaring independence in 1776 (9). The close ties of the American colonists to Britain, the inter-twined trading economy and the benign presence of

(7) Supporting evidence with more detail than in previous paragraphs.

(8) This is a brief conclusion that only gives a general answer rather than referring specifically to the points developed in the answer. It is really just a repetition of the introduction.

(9) The beginning of an effective introduction – establishes context and gives an outline of the structure of the essay to follow – if followed possible Level 5.

British authority under a policy of 'salutary neglect' all seemed to create relative contentment in the relationship. However, there were undoubtedly signs of tension during this period some of which were likely to lead to further difficulties. The mercantilist trading system did not favour the colonists, there was evidence of increased desire for autonomy and the British military resented the attitude of the colonists towards the defence of the colonies against France.

There was very little specific evidence of tension between the colonies and Britain (10). The majority of colonists would probably have described themselves as being British subjects living in America. Although it was nearly a decade since Georgia had become the last territory to become a colony, most colonists had strong hereditary ties to Britain and were firmly of the opinion that they were subjects of the British Crown. In many ways the colonists had attempted to apply a 'purer' system of British political, legal and cultural values whilst expecting British institutions to provide them with services such as defence, customs collection and communications. The British presumed that the colonists were subject to the same regulations and legislation as any British subject but difficulties of communication and the rivalry of other European powers on the American continent had resulted in policy of 'salutary neglect' in which the British did not enforce authority too rigorously in the hope that the colonists would not create any 'unnecessary tension' (11).

This is perhaps best seen in the operation of the mercantilist system in matters of trade (12). Through the 17th century Navigation Act, the British regulated trade between the colonies, Britain and other countries. The system was designed to profit the 'Mother country' and promote the wealth of Britain through protectionist policies such as 'enumerated' goods which prevented the export of certain goods from the colonies to any other country than Britain. However, in many ways the system benefited the colonists and there was little criticism in the early 18th century. Some of the regulations protected colonial industry from import competition and a corrupt customs service did not enforce duties rigorously. In fact, many of the official customs officers lived in Britain and used colonial agents.

(10) This is a specific reference to the focus with some weight.

(11) There is a full explanation and development of the supporting evidence – shows both sides of relationship.

(12) Opening of the statement continues the argument previously established.

Whilst the colonists were able to take advantage of this through large-scale smuggling operations then there was little tension. Should the mercantile regulations be enforced or extended, as they did post-1763, then the situation might change (13).

The colonists were also fairly divided between themselves which often led to more inter-colonial rivalry than tensions with the British (14). The colonies were founded at different times, had different origins (as crown colonies, proprietary colonies or corporate colonies) and different geographical environments. Colonists were loyal to their colony and not to the 'colonies' leading to territorial disputes between borders, for example, or disagreement over religious principles. There was also some tension within each colony itself with differences between those who were landowners, artisans and the landless workers. The Albany Congress of 1748 of delegates from states north of Virginia to discuss Native American policy was a very unusual event.

So tension between the American colonies and Britain was not obvious during the period. However, there were issues which might lead to increasing tension in the future (15). Most obvious was that an expanding population which was becoming increasingly prosperous might begin to resent the mercantilist policies through which the British were gaining financially. Freer trade, particularly with other parts of the Americas, would have prevented the 'need' for smuggling and the passage of trade through the British mainland was time-consuming. The British parliament was increasingly aware of the lack of revenue being raised through the present customs system and, if finances became a problem, might consider greater enforcement.

The colonists had already begun to question their 'rights' as British subjects (16). The colonies had often been established by those who found 'conformity' in Britain difficult, for example, the Mayflower Pilgrims in Massachusetts and William Penn in Pennsylvania and so were willing to question issues of justice and fairness. The evangelical Great Awakening which had begun in the 1720s preached egalitarian values. With their governors and colonial assemblies the colonists believed that they were essentially answerable to the British monarch rather than the British

(13) Reference to the break-down in relations which would come later.

(14) Introduction of a new point in favour of suggestion in question.

(15) Reaches a conclusion about the supporting arguments and introduces counter-argument.

(16) These counter-arguments are supported with detailed explanation and development rather than specific factual information.

parliament and had begun to widen the franchise and gain some autonomy over the regulation of domestic issues. A network of higher education institutions, such as Harvard, encouraged philosophical debate. So there was a growing willingness to discuss the 'rights' of British subjects in the colonies and at the Albany Congress Benjamin Franklin put forward a Plan of Union which suggested creating an elected colonial Parliament.

It was, however, over the defence of the colonies that the most direct tension occurred (17). During this period Britain fought two wars against the French which involved the American colonies. In each war the British sent troops to America to defend the colonies from French expansion but also relied on colonial militia groups which led to distinct tension. The British military in general believed that the colonists lacked the will to defend themselves and were incompetent soldiers whilst many colonists felt that they 'deserved' to be defended in return for developing the Empire. During King George's War (1744–48) the colonists captured the French base at Louisbourg only to see the British 'return' it in the peace treaty. In 1754 the American militia leader George Washington failed to take Fort Dusquesne during a border skirmish which resulted in the British sending troops which were also defeated. When the Seven Years' War broke out in 1756 the British blamed the inefficient and divided colonists for initial defeats whilst profiteering from the war financially. This situation over defence seemed to sum up underlying attitudes.

In conclusion, it is accurate to suggest that there seemed to be very little visible tension between the American colonists and Britain in the years c.1740–63. Above all the colonists saw themselves as British and any tensions seemed to concern their 'rights' as British subjects rather than any questions of independence. However, the main themes that were to emerge in the break-down of the relationship after 1763 were present in these years including the nature of the mercantilist system, the authority of the British Parliament and responsibility for the defence of the colonies (18).

(17) Introduces final counter-point but also with some focus on 'how accurate'.

(18) Completely focused answer with judgement on extent of accuracy of the statement.

<p>Examiner’s Assessment</p> <p>This is a Mid Level 5 answer. It directly addresses the focus of the question throughout concentrating on the nature of the relationship between the colonies and Britain. It suggests that the relationship was essentially good but that there were tensions which would become more apparent in the future. This theme does not have a great deal of concrete supporting evidence but the paragraphs are explicit in explanation and development with relevant examples where available. Each paragraph securely follows on from the previous one to create a discussion. The use of language is often complex and uses historical terminology well.</p> <p>This answer may seem a little long but good Level 4 and Level 5 answers are generally 750–1000 words long on 3–5 sides of writing in medium-size hand-writing. Level 3 answers are generally 500–750 words.</p>	
---	--

<p>Edexcel – AS GCE Unit 1: Historical Themes in Breadth Option C</p>	<p>C2 Relations with the American Colonies and the War of Independence, c.1740–89</p>	<p>Mark Scheme</p>
--	--	---------------------------

Applying the mark scheme

When using summative marking, it is important to recognise that neither the Level descriptors nor the marks equate to an absolute grade. Candidates answer two questions and the combined marks are used to determine the grade. Grade boundaries change slightly from year to year. However, candidates should be aiming to write at least two Mid Level 3 essays to pass.

When examiners are marking they do not know what the grade boundaries are going to be and mark each essay according to the Level descriptors. The Level descriptors describe the qualities of an essay required at each Level. Each Level, in Unit 1, is divided into three bands – High, Mid and Low. The marker will decide what Level descriptor the essay best fits and then work from the mid-band mark up or down depending on the quality of the reasoning, supporting evidence and written communication.

Remember that written communication is rewarded in Unit 1 and although you would not be marked down a Level you can lose marks within a Level for poor written communication. It is possible for this to result in a grade reduction overall.

Access to History Online Edexcel Unit 1 – C2 Relations with the American Colonies and the War of Independence, c.1740–89

So it is very important that you know what Level your essay has achieved. This way you can try to improve your mark within a level or even to step up a level.

Level descriptors – bands

Each Level is worth 6 marks and is divided into three bands worth 2 marks each. The markers decide which Level descriptor the essay best fits. If the essay has clear weak or strong elements, then the examiner will give a mark below or above the mid-band mark. The band levels for each Level are awarded in the same way:

Low band

The qualities of Level X are displayed; material is less convincing in its range and depth.

Mid band

As the Level X descriptor.

High band

The qualities of Level X are securely displayed; material is convincing in range and depth consistent with Level X.

How accurate is it to suggest that in the years c.1740–63 there was very little tension in the relationship between Britain and the American colonies?

[30 marks]

Target: AO1a and AO1b

Level 1	<p>Candidates will produce mainly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p><i>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</i></p> <p>Low Level 1: 1–2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 3–4 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 5–6 marks The qualities of Level 1 are securely displayed.</p>	(1–6)
----------------	--	--------------

Access to History Online Edexcel Unit 1 – C2 Relations with the American Colonies and the War of Independence, c.1740–89

	<p>Specific to exemplar question The response includes a few generalised sentences on the situation in the colonies before the War of Independence, e.g. description of the 13 colonies, reference to Navigation Acts, etc.</p> <p>It is possible, however, for candidates to write whole essays with paragraphs that have completely misunderstood the focus, the topic or the key events mentioned, e.g. they may refer to the whole period of the topic or discuss events after 1763 only.</p>	
Level 2	<p>Candidates will produce a series of simple statements supported by a limited amount of accurate and relevant material, though this will be generalised and not specific. Links to the question will be implicit.</p> <p><i>The writing may lack clarity and organisation, but will be generally comprehensible. It is also likely to contain frequent grammatical and spelling errors.</i></p> <p>Low Level 2: 7–8 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 9–10 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 11–12 marks The qualities of Level 2 are securely displayed.</p> <p>Specific to exemplar question The response includes a few relevant paragraphs about the question or narrative without explanation. For example, paragraphs may describe or briefly comment on either the lack of tension or the possible areas of conflict, e.g. defending the borders from attack. Also some responses may have relevant paragraphs but include much supporting evidence which lacks security or is inaccurate. Essays on this topic often contain significant inaccuracies which result in Level 2 answers.</p>	(7–12)
Level 3	<p>Candidates' answers will consist of a series of statements supported by accurate and relevant material. They will attempt analysis, but this is likely to be predominantly descriptive. Answers which only deal with the stated factor, or which do not deal with the stated factor, cannot go beyond Level 3.</p> <p><i>The writing will be largely coherent, but some passages may lack clarity and proper organisation. Grammatical and spelling errors are likely to be present.</i></p>	(13–18)

	<p>Low Level 3: 13–14 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 15–16 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 17–18 marks The qualities of Level 3 are securely displayed.</p> <p>Specific to exemplar question Level 3 should be considered as soon as the response attempts to analyse, i.e. organises the answer into explanatory paragraphs or explanatory narrative with reasonable supporting evidence. An answer could be a general description of the relationship between colonists and Britain or developed statements which are relevant but do not answer the question directly. If there is no or very brief reference to the situation suggested the highest mark that can be gained is 18.</p>	
<p>Level 4</p>	<p>Candidates offer an analytical response, comprising a series of statements which relate well to the focus of the question. The answer will show some understanding of the key issues raised by the question, and will be supported by detailed, accurate and relevant factual material. The essay may lack balance in places.</p> <p><i>The writing will be well organised and focused. However, this may not be maintained throughout the whole answer. The writing is likely to include some grammatical and spelling errors.</i></p> <p>Low Level 4: 19–20 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 21–22 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 23–24 marks The qualities of Level 4 are securely displayed.</p>	<p>(19–24)</p>

	<p>Specific to exemplar question If a response shows a clear understanding of the focus of the question and most of the material is developed and relevant then it is a Level 4 answer. The response will address the relationship between the colonists and Britain with reference to good relations and ties between the two. It will also offer some balance with reference to areas of discontent between the two which could include mercantilist policies, British interference and the differences over defence of the frontier. The relationships may be assumed rather than direct.</p>	
<p>Level 5</p>	<p>Candidates offer an analytical and balanced response, comprising a series of statements which demonstrate an explicit understanding of the key issues raised by the question. Supporting material will be accurate, relevant and appropriately selected, demonstrating range and depth of knowledge.</p> <p><i>The writing will be well organised, logical and focused. The writing may include some grammatical and spelling errors.</i></p> <p>Low Level 5: 25–26 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 27–28 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 29–30 marks The qualities of Level 5 are securely displayed.</p> <p>Specific to exemplar question The response should directly refer to all/most of the key elements to the question – the evidence for a good relationship, counter-argument and an awareness of the years 1740-63. The answer should focus on the role of the key issue with the counter-argument clearly established and each point explained and developed. The emphasis should be on the degree to which the statement concerning lack of tension is accurate. It is important at Level 5 to reach a judgement.</p>	<p>(25–30)</p>

A note about written communication

Here is a list of things you should try to do to ensure that problems with written communication do not affect the mark you are given within a Level (this could jeopardise your overall grade).

1. Write in well-organised **paragraphs**. An essay is a series of organised paragraphs, each consisting of a number of sentences which are linked together. A good essay will usually have a visual look of 6–8 blocks of writing. Many candidates write in single sentences or a couple of sentences at a time. It is difficult to see where one developed point ends and another starts. Some candidates also write their main point in a single sentence and then leave a line before carrying on with the development. Some paragraphs are too long and should be split up.
2. Use **capital letters** correctly. Many candidates do not use capital letters consistently and some do not even use them to begin sentences. Capital letters are especially important for writing history because historians have to use so many **proper nouns**. The names of places, people and major events should begin with a capital letter.
3. Write using **appropriate language**. An essay is a formal piece of writing that requires the formal use of language. Your English lessons will have taught you that you need to use the appropriate style and language for the task you are given. Try not to use 'slang' phrases or phrases that your teacher may have used to liven up a lesson – translate these into more formal language. Definitely do not use text language – '2', 'u', '8', etc. – even though you may communicate informally this way all the time.
4. Try to **spell accurately**. Not everyone is great at spelling but you should try to spell as accurately as possible. You should try to make sure that you can spell the key words, phrases and names for each of your options. If you find this difficult, then you should at least try to be consistent, i.e. spell the same word in the same way throughout the essay.

It is not always easy to read through what you have written in an essay. However, if you have the time and you are 'brave' enough, many of these written communication problems can be solved by re-reading the essay and making amendments.

<p>Edexcel – AS GCE Unit 1: Historical Themes in Breadth Option C</p>	<p>C2 Relations with the American Colonies and the War of Independence, c.1740–89</p>	<p>Chronology</p>
---	---	--------------------------

Chronology: Key Events in *Relations with the American Colonies and the War of Independence, c.1740–89*

This is a detailed timeline – the key core events are **shown in red**.

Background

1607	First colony in Virginia (Southern colony)
1620	Massachusetts (New England colony)
1636	Foundation of Harvard College, Boston
by 1650	Connecticut, New Hampshire, Rhode Island (New England colonies) and Maryland (Southern colony)
1660s	New York captured from Dutch 1664 (Middle colony) New Jersey (Middle colony), South Carolina and North Carolina (Southern colonies) Navigations Acts – English monopoly of colonial trade established
1680s	Pennsylvania and Delaware (Middle colonies)
1689–97	King William’s War (War of the League of Augsburg) with France
1696	Parliament confers joint authority on Crown and Privy Council to review colonial laws
1702–13	Queen Anne’s War (War of Spanish Succession) with France
1720	‘Great Awakening’ – religious revival begins in Middle colonies
1732	Georgia (Southern colony)

Relationship between colonies and Britain, c.1740–63 – ‘salutary neglect’

by 1740	13 American colonies established on eastern seaboard of North America Five major towns – Boston, Newport, New York, Philadelphia, Charleston Mercantile system regulates colonial trade through Navigation and Trade Acts
1743	American Philosophical Society
1744–48	King George’s War (War of Austrian Succession) with France Colonists capture Louisbourg from French colonists (1745)
1746	Foundation of Princeton University (one of eight higher education institutions in the colonies)
1748	Treaty of Aix-la-Chapelle – Louisbourg handed back to France
1754	Albany Congress – Board of Trade suggestion leads to meeting of delegates to discuss potential joint policy towards Native Americans Franklin’s Plan of Union not recognised

Access to History Online Edexcel Unit 1 – C2 Relations with the American Colonies and the War of Independence, c.1740–89

1754–55	Conflict between American colonists/British and French/Native Americans due to westward expansion Washington's colonial forces surrender at Fort Dusquesne (July 1754) British under General Braddock defeated (July 1755)
1756	Outbreak of the French–Indian War (Seven Years' War) with France
1756–57	Early defeats see capture of Forts Oswego and William Henry Lack of unity between British and colonists
1757	Prime Minister William Pitt concentrates British forces in North America (also with Prussian ally fighting war in Europe and with the British East India Company in India) with colonial co-operation
1758	British/colonial forces begin to gain success – capture of Louisbourg, Fort Frontenac and Fort Dusquesne
1759	British victories against French fleet in West Indies and attack on Canada
1760	British capture of Montreal effectively brings North American war to an end
1763	Peace of Paris – France excluded from North America: Britain acquire Canada and French territory east of Mississippi Louisiana ceded to Spain Britain also gained Florida

1763–1774 – Countdown to Conflict

	Events concerning colonies	Events in Britain
1763	Cost of colonial administration = £350,000; smuggled goods are worth £700,000 Pontiac's Rebellion (May) put down by regular British troops Proclamation 'Line' ordered (Oct) Orders-in-council – anti-smuggling measures introduced and enforced	British debt = £137 million; colonial duties = £1800; cost of collection = £7000 Prime Minister Earl of Bute needs 10,000 soldiers to defend North American colonies John Wilkes arrested after criticism of Crown Prime Minister George Grenville (April)
1764	Plan of 1764 Sugar Act (April) Currency Act (aimed at Virginia) James Otis publishes <i>The Rights of the British Colonies Asserted and Proved</i>	Grenville decided to introduce a Stamp tax in future American colonial governors informed (March)
1765	Protests sent to Parliament (nine colonies) Virginia Resolves introduced by Patrick Henry (May) Nine colonies condemned Stamp Act and question right to tax Boston – active opposition (Aug) Sons of Liberty emerge Stamp Act Congress Merchant boycotts (Oct) Stamp Bill enforced (Nov) New York – riots (Nov) Mutiny Act	Grenville discusses Stamp bill with colonial agents Stamp Bill introduced (Feb) Stamp Bill passed (March) Grenville replaced by Rockingham (July) Parliament begins to discuss effects of Stamp Act (Dec)

Access to History Online Edexcel Unit 1 – C2 Relations with the American Colonies and the War of Independence, c.1740–89

1766	Stamp Act repealed (March) Declaratory Act (March)	Commons debate Stamp Act (Jan) Stamp Act repealed (March) Pitt (Chatham) replaces Rockingham (July)
1767	Townshend duties on colonial imports (May) Mutiny (Quartering Act) enforced New York Restraining Act (March) American Board of Customs Commissioners established in Boston (Nov)	Pitt's illness – Grafton and Townshend (Chancellor) key politicians Townshend dies (Sep)
1768	Massachusetts denounces duties (March) Virginia denounces duties (May) Boston leads economic boycott Liberty 'incident' (June) Reaction to Hillsborough demands Boston convention to discuss crisis and arrival of troops (Sep)	Grafton officially prime minister Creates post of Secretary for Colonial and American matters – Lord Hillsborough demands that Massachusetts renounces criticism (Jan) London unrest connected to Wilkes (May) Hillsborough announces troops sent to Boston
1769		Grafton cabinet agree to consider repeal of Townshend duties
1770	New York unrest (Jan) Boston 'Massacre' (5 March)	Grafton resigns – new prime minister is Lord North (Jan) Townshend duties repealed except tea (April)
1771	Economic recovery begins Boston establishes first committee of correspondence (idea spreads rapidly)	Economic recovery begins
1772	Governor Hutchinson (Massachusetts) and judges to receive salary from Crown (tea duties) Gaspee 'incident' (June)	Dartmouth becomes Colonial secretary
1773	Tea Act (May) Boston Tea Party (Dec)	
1774	Coercive Acts (Spring): four different measures General Gage made governor of Massachusetts Quebec Act Nancy 'incident' – New York (March) Jefferson publishes <i>A Summary of the Rights of British America</i> First Continental Congress – not Georgia (Sep) Declaration of Rights and Grievances (Oct) Congress supports import boycott (Dec)	News of Boston Tea Party reaches London (Jan) Lord North returned in election and rejects Gage suggestion to repeal Coercive Acts (Nov)

Outbreak of conflict and move towards independence, 1775–76

1775		
Jan		Chatham attempts to introduce conciliatory measures in Parliament
Feb	British troops forced to withdraw at Salem (Feb)	Parliament declares Massachusetts in rebellion
March		North sends Generals Howe, Burgoyne and Clinton to join Gage
April	Gage ordered to act against Boston Shots exchanged at Lexington and Concord (19th)	
May	Fort Ticonderoga seized by American militia (10th) 2 nd Continental Congress meets in Philadelphia – all colonies (10th)	
June	Battle of Bunker Hill Money raised to fight war and Washington appointed to command Continental Army Congress decides to invade Canada	
July	Declaration of the Causes and Necessities of Taking up Arms (6th) Olive Branch Petition (8th)	
Aug		George III refuses to accept Olive Branch petition George III declares American colonies to be in open rebellion (23)
Sept		
Oct		General Howe replaces General Gage
Nov	Montreal captured by Continental forces Congress attempts to establish diplomatic relations with Europe	Lord George Germain appointed Colonial Secretary
Dec	Continental forces fail to take Quebec	Prohibitory Act passed
1776		
Jan	Tom Paine publishes <i>Common Sense</i>	
Feb		Loyalist defeat in North Carolina
March	Washington captures Dorchester Heights overlooking Boston	Howe's army and Loyalists withdraw from Boston to Halifax, Nova Scotia Clinton's attempt to take Charleston, South Carolina, fails
April	Colonies begin to debate proposals for independence	Attempt at southern campaign fails – British fleet to New York
May	Virginia assembly recommends delegation proposes independence	

Access to History Online Edexcel Unit 1 – C2 Relations with the American Colonies and the War of Independence, c.1740–89

June	Richard Henry Lee introduces Virginia proposal to Congress (7th) Committee to draft declaration (11th) Draft delivered (28th)	
July	Congress debates independence (1st–2nd) 12 colonies in favour to 1 abstention from New York (2nd) Adoption of Declaration of Independence (4th)	

War of Independence, 1776–83

1776	Washington forced to retreat to the mainland (Aug) Negotiations fail (Sep) Washington retreats across the Delaware (Dec) but counter-attacks successful	British forces land in New York Victory at Battle of Long Island (Aug) Negotiations fail (Sep) British capture Newport, Rhode Island (Dec)
1777	Washington withdrawal to Valley Forge (Nov)	British forces capture Philadelphia (Sep) British advance from Canada (June) British forces surrender at Saratoga (Oct)
1778	America agrees alliance with France (Feb) France joins war (June) French navy and troops arrive (July)	General Henry Clinton replaces Howe (Feb), ordered to withdraw to New York Decision to campaign in South North's Conciliatory Propositions (Feb) Carlisle Peace Commission French alliance creates a 'global' war of Empires
1779	Spain joins war in support of America (April) John Paul Jones takes naval war to the North Sea	Siege of Charleston successful (May) Move into South Carolina British defeat Gates (Aug) Move into North Carolina
1780	League of Armed Neutrality formed to protect neutral shipping rights War in the Carolinas not decisive Benedict Arnold's 'betrayal' American success in the 'West'	Britain declares war on Holland War in Carolina not decisive
1781	Signs of unrest in Continental Army begin in Pennsylvania (Jan) American success in Mohawk Valley Washington with American/French troops arrives in Virginia French fleet in control of Chesapeake Bay (Sep)	War in Carolinas leaves only Charleston under British control Cornwallis campaign in Virginia British surrender at Yorktown (Oct)

Access to History Online Edexcel Unit 1 – C2 Relations with the American Colonies and the War of Independence, c.1740–89

1782	Informal talks begin in Paris (April) Peace negotiations begin (Sep) Preliminary agreement signed (Nov)	North government subject to motion of censure in Parliament (Feb) Germain resigns (Feb) Commons vote to end military campaign (Feb) Lord North resigns (March), replaced by Rockingham with Shelburne as Colonial Secretary – pursue peace and order evacuation of New York, Charleston and Savannah Rockingham dies – replaced by Shelburne as prime minister (July)
1783	Peace of Paris with British – terms accepted (Jan) Treaty signed (Sep)	Peace of Paris with US, France, Spain and Holland Britain ends hostilities (4 Feb)

Impact of independence, 1776–c.1789 (British events highlighted in blue)

1776	Virginia Declaration of Rights Congress supports state constitutions Congress committee to draft a constitution (June) Draft Articles of Confederation (July) Articles of Confederation approved (Nov) but not ratified until all states agreed
1777	Congress adopts Stars and Stripes flag Vermont breaks away from New York (formal state 1871) Vermont bans slavery
1778	Britain passes Roman Catholic relief legislation
1779	Congress agrees future westward expansion could organise 'new' states Association movement in Britain demands political reform
1780	Pennsylvania – gradual emancipation of slaves Britain passes Irish legislation on freer trade with Empire and non-Anglican access to public office Gordon Riots (June)
1781	Maryland the final state to agree to Articles of Confederation Robert Morris attempts to create a Bank of America
1782	Great Seal emblem of bald eagle adopted Britain passes Irish Declaratory Act – legislative independence
1783	US National Debt \$41 million Massachusetts and New Hampshire finalise slavery ban Variety of manumission laws introduced in Southern states Unrest over payment of soldiers British National Debt £232 million British exports to Europe begin to improve New Fox–North ministry (government) opposed by George III Lords defeat Fox East India Bill Pitt (the Younger) becomes prime minister
1784	Connecticut and Rhode Island – gradual emancipation of slaves US treaties with Native Americans Pitt wins election in Britain with conservative views of political reform

1785	British trade with the US reaches pre-war levels
1786	Annapolis 'commercial' meeting leads to suggestions for further change to the Articles Shay's Rebellion highlights economic issues
1787	Constitutional Convention begins in Philadelphia (May) to consider draft constitution Grand Committee (2 July) to work out compromise over constitutional division Great Compromise (16 July) Committee of Detail appointed (26 July) Committee of Style (8 Sep) Constitution final approval (17 Sep) North-west Ordinance – procedure to create 'new' states
1788	Federalist v. Anti-Federalist vote over Constitution Constitution ratified without North Carolina and Rhode Island (July)
1789	Elections (Jan) – Federalist control Washington inaugurated as first President (30 April) Bill of Rights amendment ratified (Dec)

Teaching Activities

Use the chronology and extended reading to attempt the following exercises:

1. The period from the Peace of Paris (1763) to the Declaration of Independence (1776) is often complicated and complex. For each action taken by the British there was a counter-action and so on. Without including too much detail, create a flow chart to show how each major event led on to another creating a chain reaction. Use different colours for actions of the British and the colonists. You could put each event on an index card with a brief statement about the significance of the event on the back. In this way the chain can be placed on a desk and the pattern of events seen. You can also take events out of the chain to see how influential they were – if the chain could continue without the event it becomes less significant. The cards can later be used for revision.
2. The events of the war are similarly complex and take place in a variety of theatres of war. To gain an overview of the progress of both sides in the war get an A3 sheet of paper and draw a time-line horizontally through the middle of the paper. Create a vertical axis divided into 10 above and below the line. Rate the scale of each British and American victory out of 10 and then plot the victories on either side of the line in different colours – put the British above the line and the Americans below. This way you can plot a rough line graph to show the ups and downs of the war. You could make it more complex by plotting different lines for different geographical areas of the war and including the contribution of the French.

Access to History Online Edexcel Unit 1 – C2 Relations with the American Colonies and the War of Independence, c.1740–89

3. The fourth bullet point in the specification concerns the impact of the war after the Peace of Paris (1783) in both America and Britain. Under the headings:
- political
 - economic
 - geographic territory
 - foreign policy
 - social
 - relations with Britain/US
- make a list of all the developments that occurred in these areas in both America and Britain. In which of these areas do you think there was the greatest impact? Do you find any of the developments surprising?

Additional Sample Question

It is always a good idea to try to think of questions that you think might be asked by looking carefully at what the specification of your exam requires. Here is another one to try:

1. How accurate is it to suggest that the Americans were in agreement about how the new state would be organised during its creation in the years 1783–89?

Resources

There have been hundreds of books written about the events for this Topic so you should be spoilt for choice! You will find more suggestions in the *Access to History* book by Alan Farmer – *Britain and the American Colonies 1740–89* (Hodder, 2008).

Below are five books you might consider:

Richard Beeman, *Plain, Honest Men: The Making of the American Constitution* (Random House, 2009)

Hugh Bicheno and Richard Holmes, *Rebels and Redcoats: The American Revolutionary War* (HarperCollins, 2004)

John Ferling, *Almost a Miracle: The American Victory in the War of Independence* (Oxford University Press, 2007)

Daniel Marston, *The American War of Independence 1774–1783* (Osprey, 2002)

David McCullough, *1776: America and Britain at War* (Penguin, 2006)

Weblinks

www.nationalarchives.gov.uk/museum/item.asp?item_id=28 – The National Archives

Access to History Online Edexcel Unit 1 – C2 Relations with the American Colonies and the War of Independence, c.1740–89

www.bbc.co.uk/history/british/empire_seapower/rebels_redcoats_01.shtml –
BBC History (this will lead you to even more potential sites)