

**GCE**

**History A**

**Y311/01: The origins and growth of the British Empire 1558-1783**

Advanced GCE

**Mark Scheme for Autumn 2021**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.


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.

© OCR 2021

## 1. Annotations

Annotation	Meaning of annotation
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View
<b>S</b>	Synthesis
<b>C</b>	Continuity/Change

Question	Answer	Mark	Guidance
1	<p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the economic relationship between Britain and the American colonies in the period from 1660 to 1713</b></p> <ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answer might argue that Interpretation A puts forward the view that the economic relationship created by the Navigation Acts was beneficial for the colonies.</li> <li>• <b>In evaluating Interpretation A</b>, answers might argue that this view is valid as diversity was encouraged which led to the development of cash cropping in the colonies, which stimulated agricultural development.</li> <li>• Answers might argue that Interpretation A is valid as the colonists enjoyed a protected market in Britain and its Empire.</li> <li>• Answers might argue A is valid as American shipping developed and benefited from the exclusion of foreign ships from colonial trade.</li> <li>• Answers might argue that Interpretation A is not valid as the economy developed because the mercantilist system was not well enforced.</li> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation B puts forward that the economic relationship was one-sided and</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme</li> </ul>

<p>2*</p>		<p>that the Navigation Acts had a serious economic impact on the colonies.</p> <ul style="list-style-type: none"> <li>• <b>In evaluating Interpretation B</b>, answers might argue it is valid as a series of Acts were passed between 1651 and 1673.</li> <li>• Answers might argue that it is valid as there were a number of enumerated goods that had to come to Britain first.</li> <li>• Answers might argue Interpretation B is valid as reforms were made to the Charters of Massachusetts by Charles II and James II.</li> <li>• Answers might argue that Interpretation B is valid as there was a strong belief in the doctrine of mercantilism.</li> <li>• Answers might argue that Interpretation B is not valid as the Acts were not well enforced.</li> <li>• Answers might argue that Interpretation B is valid as wars were fought to destroy the Dutch carrying trade.</li> </ul> <p><b>How important were trading and chartered companies in British exploitation of its colonies in the period from 1558 to 1783?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that trading and chartered companies were important</b>, it might be argued that Elizabeth I gave a charter to the East India Company in 1600 to develop trade with India.</li> <li>• <b>Answers might consider</b> that the Virginia Company founded in 1606 established the first English colony in North America.</li> </ul>	<p>25</p>	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</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>
-----------	--	---	-----------	--

3*		<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that initial development in India was due to the East India Company who had their own army and revenue collectors.</li> <li>• <b>Answers might consider</b> the use of Chartered Companies in North America.</li> <li>• <b>Answers might consider</b> that the Royal African Company was important in establishing trading posts along the west coast of Africa, particularly along the 'gold coast', although their monopoly was rescinded in 1698.</li> <li>• <b>In arguing that trading and chartered companies were less important</b>, it might be argued that the concept of mercantilism and the use of the Navigation Acts was more important.</li> <li>• <b>Answers might consider</b> that the British maritime capability and the navy were more important.</li> <li>• <b>Answers might consider</b> that individual monarchs such as James I were more important as he brought the Virginia Company's settlements under direct British rule.</li> <li>• <b>Answers might consider</b> that Raleigh obtained a patent to establish a colony off the coast of North Carolina.</li> <li>• <b>Answers might consider</b> the role of Wolfe in Canada where no trading companies were involved.</li> <li>• <b>Answers might consider</b> the development of slavery and the plantation system.</li> </ul>		
----	--	---	--	--

		<p><b>Assess the impact on Britain of its colonies and empire during the period from 1558 to 1783.</b></p> <ul style="list-style-type: none"> <li>• <b>In assessing the impact</b>, it might be argued that the economic impact was the greatest.</li> <li>• <b>Answers might consider</b> that certain enumerated goods such as sugar, cotton and indigo had to go to Britain first.</li> <li>• <b>Answers might consider</b> that the American colonies and others stimulated the British export market for manufactured goods, and also wheat.</li> <li>• <b>Answers might consider</b> that the American colonies provided cotton which was vital for industrial development in Britain.</li> <li>• <b>Answers might consider</b> the value of the transatlantic slave trade to Britain.</li> <li>• <b>Answers might consider</b> that much of the wealth from Bengal came to Britain.</li> <li>• <b>Answers might consider</b> that exports of wool to Bengal increased sevenfold in the eighteenth century.</li> <li>• <b>Answers might consider</b> the impact on banking and financial developments.</li> <li>• <b>In challenging the view that the economic impact was the greatest</b>, it might be argued that the colonies dragged Britain into a series of wars, particularly in North America and India.</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</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>
--	--	---	----	--

4*		<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the need for Britain to suppress unrest, such as America.</li> <li>• <b>Answers might consider</b> the political impact on Britain and the need to develop methods of government and administration.</li> <li>• <b>Answers might consider</b> the socio-cultural impact with the building of Brighton Pavilion.</li> <li>• <b>Answers might consider</b> the impact on population with numbers going to the colonies.</li> <li>• <b>Answers might consider</b> the impact on geographical and scientific knowledge.</li> <li>• <b>Answers might consider</b> the impact on the development of the Royal Navy.</li> </ul> <p><b>‘Throughout the period from 1558 to 1783 imperial conflict between the European powers was mainly focused on the Caribbean.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question,</b> it might be argued that the Caribbean was an important area of conflict because of the desire to control the lucrative plantation economy.</li> <li>• <b>Answers might consider</b> conflicts with France over the Caribbean.</li> <li>• <b>Answers might consider</b> that other conflicts spread to the Caribbean, for example the Anglo-French War of 1778-1783.</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</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>
----	--	---	----	--



		<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the Seven Years War with the attack on Martinique, or the capture of Dominica.</li> <li>• <b>Answers might consider</b> the sending of British ships to Havana in 1761.</li> <li>• <b>Answers might consider</b> the fighting in the Caribbean during the Nine Years War.</li> <li>• <b>Answers might consider</b> that this was more true of the situation in the eighteenth century than other points in the period.</li> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that North America was the main area of imperial conflict, particularly with the French over America and Canada.</li> <li>• <b>Answers might consider</b> conflict with Spain in North America, particularly at the start of the period.</li> <li>• <b>Answers might consider</b> conflict in India with the French.</li> <li>• <b>Answers might consider</b> the desire for access to the spices and other goods in South East Asia.</li> <li>• <b>Answers might consider</b> that control of the seas for pre-eminence in trade was the main area of conflict.</li> <li>• <b>Answers might consider</b> that rivalry with the Dutch was about trade and commerce and the desire to challenge Dutch pre-eminence after the Civil War which led to rivalry in the East Indies and the Anglo Dutch Wars.</li> <li>• <b>Answers might consider</b> rivalry with the Portuguese in Asia.</li> </ul>		
--	--	--	--	--

--	--	--	--	--	--

APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>
<b>Level 6</b> 26–30 marks	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.
<b>Level 5</b> 21–25 marks	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.
<b>Level 4</b> 16–20 marks	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.
<b>Level 3</b> 11–15 marks	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question.
<b>Level 2</b> 6–10 marks	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.
<b>Level 1</b> 1–5 marks	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<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>
	<b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>
<b>Level 6</b> 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. 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.
<b>Level 4</b> 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. 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.
<b>Level 1</b> 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored