

**GCE**

**History A**

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

A Level

**Mark Scheme for June 2023**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**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 **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**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 40% 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 or the scoris messaging system, or by email.

**5. Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

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. Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0' if:


- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

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: Not applicable in F501
- 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 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

## 12. Subject Specific Marking Instructions

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 nature of the relationship between Britain and the American colonies in the period from 1660 to 1713?</b></p> <p><b>In locating the Interpretations within the wider historical debate, answers might suggest</b> that Interpretation A argues that the American colonies existed for the benefit of England.</p> <p><b>In evaluating Interpretation A,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue that</b> Interpretation A is valid as the tobacco plantation exports brought in £14 million in the 1670s.</li> <li>• <b>Answers might argue that</b> Interpretation A is valid as the Navigation Acts provided Britain with a monopoly of the carrying trade and kept the Dutch out.</li> <li>• <b>Answers might argue that</b> Interpretation A is valid as laws were passed to check colonial manufacturing, such as the 1699 Woollen Act.</li> <li>• <b>Answers might argue that</b> Interpretation A is valid as the Navigation Acts were a victory of national interest over the separate interests of various private trading companies and fleets based in the colonies.</li> <li>• <b>Answers might argue that</b> Interpretation A is valid as money and resources that flowed into the colonies were reduced and were directed towards England.</li> </ul>	30	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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>

Question	Answer	Mark	Guidance
	<p><b>In locating the Interpretations within the wider historical debate, answers might suggest</b> that Interpretation B argues that the relationship was more symbiotic with both England and the American colonies gaining.</p> <p><b>In evaluating Interpretation B,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue that</b> Interpretation B is valid as few Americans complained about the mercantilist system as it was not well enforced.</li> <li>• <b>Answers might argue that</b> Interpretation B is valid as it provided America with a protected market.</li> <li>• <b>Answers might argue that</b> Interpretation B is valid as military aid was provided to the colonists in their wars against the Native Indians.</li> <li>• <b>Answers might argue that</b> Interpretation B is not valid as the periphery, the colonies, were sacrificed to the centre, England.</li> <li>• <b>Answers might argue that</b> Interpretation B is not valid as England gained as it had a monopoly of the colonial market for its goods, which stimulated its own industries and manufactures.</li> </ul>		



Question	Answer	Mark	Guidance
2*	<p><b>‘Throughout the period from 1558 to 1783 there were more failures than successes in achieving imperial aims.’ How far do you agree?</b></p> <p><b>In supporting the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> Raleigh’s colony off the north coast of Carolina did not prosper.</li> <li>• <b>Answers might consider</b> that not all privateering expeditions brought profits.</li> <li>• <b>Answers might consider</b> that attempts to expand the empire dragged Britain into costly wars and the cost of defence against French, Spanish and Dutch ambitions was considerable.</li> <li>• <b>Answers might consider</b> the failure to find a North West Passage.</li> <li>• <b>Answers might consider</b> that not all trading ventures were profitable.</li> <li>• <b>Answers might consider</b> that the Navigation Acts were difficult to enforce.</li> </ul> <p><b>In challenging the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that monarchs were able to bring settlements under direct British rule.</li> <li>• <b>Answers might consider</b> that privateers were able to make considerable profits and this also led to imperial expansion.</li> <li>• <b>Answers might consider</b> the success of Wolfe in Canada.</li> <li>• <b>Answers might consider</b> that explorers identified new territories and sea routes.</li> <li>• <b>Answers might consider</b> the success of trading companies, such as the Virginia Company or East India Company.</li> </ul>	25	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</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 the validity of the interpretation.</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>

Question	Answer	Mark	Guidance
3*	<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the financial model of trading companies as being a success.</li> <li>• <b>Answers might consider</b> the success of the mercantilist system and the Navigation Acts.</li> </ul> <p><b>How successful was the social and economic exploitation of the British Empire in the period from 1558 to 1783?</b></p> <p><b>In arguing that it was successful:</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that Britain was supplied with raw materials that could not be produced at home.</li> <li>• <b>Answers might consider</b> the colonies provided a market for British industries and manufacturers.</li> <li>• <b>Answers might consider</b> the economic development of the colonies was encouraged in order to supply Britain with sugar, tobacco and spices.</li> <li>• <b>Answers might consider</b> that the American colonies supplied cotton which was pivotal for industrial development in Britain.</li> <li>• <b>Answers might consider</b> the wealth that Britain gained from the West Indies because of the sugar crop.</li> <li>• <b>Answers might consider</b> the value of the transatlantic slave trade.</li> <li>• <b>Answers might consider</b> that much of the wealth from Bengal went to the East India Company.</li> <li>• <b>Answers might consider</b> the use of slaves to exploit the colonies in America.</li> </ul>	25	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</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 the degree of success.</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>

Question	Answer	Mark	Guidance
4*	<p><b>In arguing that it was not successful:</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that the high levels of taxation in areas such as India, damaged the colonies.</li> <li>• <b>Answers might consider</b> that indigenous peoples were sometimes subject to slavery or that native populations died out because of wars and diseases.</li> <li>• <b>Answers might consider</b> the numbers killed by famine in Bengal.</li> <li>• <b>Answers might consider</b> the difficulty of raising tax revenues, particularly after the Seven Years' War, and opposition generated by it.</li> <li>• <b>Answers might consider</b> the rebellions that were generated on plantations.</li> <li>• <b>Answers might consider</b> that not all trading companies were a success.</li> </ul> <p><b>The most important impact of the emerging colonies on Britain in the period from 1558 to 1783 were economic. How far do you agree?</b></p> <p><b>In supporting the view that the most important impact was the economic effect,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that Britain gained from the sugar crop of the West Indies, particularly Jamaica, as the price rose dramatically.</li> <li>• <b>It might be argued</b> that the supply of cotton from the American colonies was vital in the development of the British economy.</li> <li>• <b>It might be argued</b> that the colonies stimulated the British export market for manufactured goods and wheat.</li> </ul>	25	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</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 the validity of the interpretation.</li> </ul>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• <b>It might be argued</b> that certain enumerated commodities, such as sugar, cotton and indigo, had to go to Britain first and therefore brought benefit.</li> <li>• <b>It might be argued</b> that the emerging colonies led to the development of the British carrying trade.</li> <li>• <b>It might be argued</b> that banking organisation developed.</li> </ul> <p><b>In arguing that the emerging colonies had a greater impact on other areas:</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that it led to the development of the British navy.</li> <li>• <b>It might be argued</b> that the cultural impact was greater.</li> <li>• <b>It might be argued</b> that it had an impact on population change due to increased demand for goods.</li> <li>• <b>It might be argued</b> that it encouraged the development of scientific knowledge.</li> <li>• <b>It might be argued</b> that it led to increased geographical knowledge.</li> <li>• <b>It might be argued</b> that it had an impact on personal and political prestige.</li> </ul>		<ul style="list-style-type: none"> <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>

APPENDIX 1 – this contains a generic mark scheme grid

	<i>A03: 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.

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