



GCE

History A

Y212/01: The American Revolution 1740-1796

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:

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- 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.

- 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.
- 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.
- 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

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11. Annotations

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

12. Subject Specific Marking Instructions

13. Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1 (a)	<p>Which was of the following was the more serious challenge facing the early Republic in 1783?</p> <p>(i) Economic problems (ii) The distrust of central authority</p> <p>Explain your answer with reference to (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with economic problems answers might consider the problems resulting from the destruction of war • Economic difficulties were compounded by imports of large quantities of British goods after 1783 • The problem of American debt and the flow of specie out of the country which added to the trade deficit • The slow economic recovery • Control over commercial matters was retained by individual states which weakened the early Republic's bargaining position <ul style="list-style-type: none"> • In dealing with the distrust of central authority that distrust of central authority led to a lack of national unity 	10	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

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		<ul style="list-style-type: none"> • There was concern about how much power central authority should possess. • There was concern that a stronger central government might replicate the British government. • Most Americans equated a high degree of local self-government with the preservation and enjoyment of personal liberty • Individuals put state loyalty first and there was little sense of national consciousness 		
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Question		Answer	Mark	Guidance
1	(b)*	<p>How similar were the colonies in North America in 1740?</p> <p>In arguing that the colonies were similar, answers might consider:</p> <ul style="list-style-type: none"> • The colonies were to supply the 'mother country' with raw materials. • The colonies became part of the great power 	20	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • No set answer is expected.

	<p>struggle in Europe.</p> <ul style="list-style-type: none"> • The colonies were agricultural in nature. • The colonies followed a mercantilist policy. • The French and British colonists were looking to expand. • The populations of all colonies included communities of Native Americans • A range of colonial economies were, in part, slave-based (Spanish Florida, New France etc.) <p>In arguing that the colonies were not similar, answers might consider:</p> <ul style="list-style-type: none"> • Spain and France made a greater effort to oversee the day-to-day running of their colonies than Britain. • The attitude of the colonial powers to their colonies was different, as Spain was concerned to use them to spread Catholicism. • The colonies had different relationships with the Native Americans, the French often developed a close relationship whilst Britain fought a number of wars • Spanish and French rule was firmer, British more liberal – described as salutary neglect. • Spanish power was in decline, but they supported France against the Protestant English • The economies were developing at different rates; French colonies were more interested in trapping and fishing, British colonies were based on plantation agriculture • Population growth and numbers were much smaller in French and Spanish colonies than 	<ul style="list-style-type: none"> • At higher levels candidates will focus on reasons for the growth of tension but at Level 4 may simply list a range of factors. • At Level 5 there will be judgement as to relative significance of a range of factors. • At higher levels candidates might establish criteria against which to judge achievement. • To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme. <p>Candidates are not expected to compare British, French and Spanish colonies separately for each issue discussed. Any level is available to candidates who compare two the colonial powers on any issue discussed.</p>
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		<p>British, British settlements were larger, with five major seaports</p> <ul style="list-style-type: none"> • French and Spanish colonists were Catholic, British were more diverse and more religiously tolerant • Candidates may also look to compare different British colonies without reference to French or Spanish colonies, a valid approach. 		
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Question	Answer	Mark	Guidance
2 (a)	<p>Which was more important in bringing about the Declaration of Independence in 1776?</p> <p>(i) The first Continental Congress (ii) The second Continental Congress</p> <p>Explain your answer with reference to (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with the first Continental Congress answers might consider that it expressed and co-ordinated colonial opposition to the Coercive Acts • It declared parliament could not raise revenue from the colonists without their consent. • It called for the non-importation of British goods and exports to Britain • It agreed a Declaration of Rights and Grievances • It was influenced by the Suffolk Resolves • It acknowledged allegiance to the Crown, but denied the colonies were subject to parliament's authority • It helped to unify the colonies <ul style="list-style-type: none"> • In dealing with the second Continental 	10	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

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		<p>Congress answers might consider that it took charge of the conduct of the war</p> <ul style="list-style-type: none"> Initially it sent the Olive Branch petition, which was summarily rejected by George III It assumed responsibility for the army around Boston. It imposed a quota on each colony sufficient to raise an army of 20,000 men. It voted to issue \$2 million in paper money to finance the force 		
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Question	Answer	Mark	Guidance
2 (b)*	<p>'The Stamp Act controversy was the most important event in causing the deteriorating relations between Britain and the colonies in the period from 1763 to 1775.' How far do you agree?</p> <p>In arguing that it was the most important event, answers might consider:</p> <ul style="list-style-type: none"> It applied to all colonists unlike the Sugar Act. It angered some of the most influential group of colonists – lawyers, printers, tavern-keepers. It was the first direct tax levied by parliament on the colonies. It was seen as an unjust innovation. It raised the issue of taxation without representation. It led to the Virginia Resolves. It helped to unite the colonial assemblies. It led to popular protest and mob action. The repeal showed that British authority could be successfully defied. <p>In arguing that it was not the most important</p>	20	<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><u>Neither significance nor relative importance are attributed to the features listed.</u></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"> No set answer is expected. At higher levels candidates will focus on reasons for the destruction of Native American societies but at Level 4 may simply list a range of reasons At Level 5 there will be judgement as to the relative significance of a range of reasons. At higher levels candidates might establish criteria against which to judge achievement. To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions. Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark

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		<p>event, answers might consider:</p> <ul style="list-style-type: none"> • The duties were lighter than those in England. • The impact of the 1763 Proclamation Line which angered some colonists as prevented expansion. • The 1764 Sugar Act created suspicion. • The 1764 Currency Act created deflation and came as an economic depression hit the colonies. • The Declaratory Act of 1766 maintained parliamentary sovereignty • The Townshend Duties created opposition and led to the Massachusetts Circular letter. • The Townshend Duties led to economic resistance, particularly in Boston. • The Tea Act and the impact of the Boston Tea Party. • The Coercive or Intolerable Acts, although aimed at Boston were seen as a threat to all colonies and it led to the Continental Congress. 		<p>scheme.</p>
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APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
Level 5 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
Level 4 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
Level 3 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
Level 2 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
Level 1 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

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	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]
Level 6 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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