



Oxford Cambridge and RSA

# A Level History A

## Unit Y311

### The Origins and Growth of the British Empire 1558–1783

Sample Question Paper

Version 0.15

## Date – Morning/Afternoon

Time allowed: 2 hours 30 minutes



**OCR supplied materials:**

- 12 page Answer Booklet

**Other materials required:**

- None



\* 0 0 0 0 0 0 \*

<b>First name</b>											
<b>Last name</b>											
<b>Centre number</b>							<b>Candidate number</b>				

### INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer Question 1 in Section A and any 2 questions in Section B.
- Write your answer to each question on the Answer Booklet.
- Do **not** write in the bar codes.

### INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [ ].
- Quality of extended responses will be assessed in questions marked with an asterisk (\*).
- This document consists of **4** pages.

**Section A**

Read the two passages and then answer Question 1.

- 1 Evaluate the interpretations in both of the two passages and explain which you think is more convincing in its view of Francis Drake.

[30]

**Passage A**

There are few stories in fact or fiction that can rival the extraordinary adventures of Francis Drake on his voyage round the world between 1577 and 1580. Suspicion and suspense, high ambition and dogged resolution were crowned by success beyond the wildest of dreams. At Deptford, on April 4th, 1581, Francis Drake, who, during the previous autumn, had returned from his triumphant circumnavigation of the globe, knelt before Queen Elizabeth and received a knighthood. Drake's triumph then rose to its peak. Cheered by the London crowds wherever he went, he became the hero of the hour. His backers had made a stupendous profit and Drake himself became one of the richest men in England. Great men seldom escape detraction by the jealous. Francis Drake was no exception, but above the pinpricks he rose supreme, the greatest sailor of his time, the first captain to take a ship all round the world, the terror of the Spaniards who called him *El Draque* (The Dragon), the possessor of a magic mirror in which all their secret plans were revealed. Where he conjured fear among England's enemies, he inspired the courage among his fellow countrymen that sent them out across the seven seas in imitation of his great exploit in the *Golden Hind*.

Adapted from: J. Cummin, *That Golden Knight: Drake and His Reputation*, published in 1996

**Passage B**

Drake's knighthood was not universally approved of: Richard Madox, chaplain on Edward Fenton's failed voyage to the Moluccas in 1582, wrote sarcastically of 'that golden knight of ours', and suggested that Drake had fabricated or copied from a Spanish source a map of the islands south of the Strait of Magellan which he showed to Fenton as the fruit of his own discoveries. The 1585–86 voyage, planned essentially as a raid on Panama, was cut short; over 750 men died, mostly from fever, and the financial returns were poor. At Cadiz, Drake's vice-admiral, William Borough, saw his leader's tactics as foolhardiness, and the Spanish were able to celebrate the action as a victory for themselves, since Drake had been denied access to the town itself. Both the 1589 and 1595 voyages were failures, with enormous loss of life; in both, the initially clear strategic aims were relegated by the temptation of profit. In 1589 Drake was widely blamed for lingering with the fleet at Cascais while Sir John Norris besieged Lisbon; he and Norris had already enraged the Queen by omitting to attack Santander, where the Armada survivors were refitting. Drake's final voyage was a sad affair throughout. The crews were ravaged by fever; Hawkins died at the beginning of the fruitless attack on Puerto Rico, and after the total defeat of the English column marching from Nombre de Dios to take Panama the demoralised Drake contracted the disease, described as the bloody flux, and died off Porto Bello ('as I think through grief', wrote Sir Thomas Baskerville).

Adapted from: C.E. Hamshere, *Drakes Voyage Around the World*, published in 1967

**Section B**

Answer **TWO** of the following three questions.

- 2\*** 'The Navigation Acts of the 1660s were the most significant turning point in Britain's relations with her empire in the period 1558–1783.' How far do you agree with this statement?  
**[25]**
- 3\*** How far do you agree that the impact of British rule on her colonies remained essentially the same in the period 1558–1783?  
**[25]**
- 4\*** 'North America was the main cause of imperial rivalry between Britain and the European powers of Spain and France.' To what extent do you agree with this view of the period 1558–1783?  
**[25]**

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**Passage B:** Adapted from: Hamshere, C.E., (1967), 'Drakes Voyage Around the World', in *History Today*, 17(9). Reproduced with permission from History Today Ltd. All rights reserved.

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**...day June 20XX – Morning/Afternoon**

**A Level History A**

**Unit Y311 The Origins and Growth of the British Empire 1558–1783**

**MARK SCHEME**

**Duration:** 2 hour 30 minutes

**MAXIMUM MARK      80**

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

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**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 50% 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, email or via the scoris messaging system.

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
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:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:

<b>Descriptor</b>	<b>Award mark</b>
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**

<b>Annotation</b>	<b>Meaning</b>



## 12. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	<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.

## Section A

Question	Answer	Marks	Guidance
1	<p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing in its view of Francis Drake.</b></p> <ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation A gives a very positive view of Drake in terms of his personal achievements and success, and the contribution he made to promoting English interests overseas.</li> <li>• <b>In evaluating Interpretation A</b>, answers might confirm that Drake's circumnavigation was a success, both personally and for England, and might support this with evidence of the spoils both for Drake and the Crown.</li> <li>• Answers might argue that the article gives a broadly fair assessment of Drake's reputation towards the end of his career, both in England and overseas, and might support this with contemporary comment.</li> <li>• Answers might point to the hyperbolic language in the passage, and its more or less exclusive focus on the circumnavigation, in questioning its balance.</li> <li>• Answers might make links with Passage B in questioning comments in Interpretation A about Drake's reputation, the reception of his knighthood and the success of his voyages.</li> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation B gives a far more negative view of Drake, questioning his reputation with contemporaries</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>

Question	Answer	Marks	Guidance
	<p>and highlighting numerous unsuccessful voyages.</p> <ul style="list-style-type: none"> <li>• <b>In evaluating Interpretation B</b>, Answers might confirm some of the challenges faced by Drake in his later voyages, but might also question the extent to which the voyages highlighted by the author were, in fact, exclusively failures, for example in 1585–1586 he did launch successful plundering raids on Florida.</li> <li>• Answers might question comments made about Drake’s reputation amongst contemporaries, and might argue that whilst Drake did have detractors, generally speaking he was positively regarded, including, critically, by the Queen.</li> <li>• Answers might comment that the passage deals exclusively with the latter part of Drake’s career, ignoring the circumnavigation of 1577–1580 (they may make a connection here with A), but also his very successful early career as a privateer and trader in the Caribbean.</li> </ul>		

## Section B

Question	Answer	Marks	Guidance
2*	<p><b>‘The Navigation Acts of the 1660s were the most significant turning point in Britain’s relations with her empire in the period 1558–1783.’ How far do you agree with this statement?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis to the question,</b> answers might comment that the Navigation Acts asserted British control of all imperial trade at the expense of other European powers and colonial subjects.</li> <li>• Answers might comment on the positive impact that the Acts had on the development of British maritime capability and the Royal Navy, which were crucial to ongoing imperial success.</li> <li>• Answers might comment on the significant long–term impact of the Acts in the American Colonies, where they were a major grievance and a cause of the Revolution.</li> <li>• <b>In challenging the hypothesis in the question,</b> answers might comment that the principle of British dominance of the seas was not a new one, and that the Acts merely enshrined a principle that had informed and supported British imperialism from the outset of the period. Therefore, the Elizabethan Age, when privateers and chartered companies sought to wrest control of the seas from European rivals, might be suggested as an alternative turning point.</li> <li>• Answers might point out that the Acts were extremely difficult to enforce and were in fact somewhat short</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>



Question	Answer	Marks	Guidance
	<p>lived, particularly due to threats from the Dutch. Therefore, answers might point to specific military and naval developments as more significant turning points because they enabled Britain to have real dominance of the seas, as opposed to purely legislative control.</p> <ul style="list-style-type: none"> <li>Answers might identify the Acts as part of a long series of small steps towards the development of a British Empire from the outset of the period and might suggest alternative turning points which either created a 'leap' forward in the development of empire, such as the Seven Years War, or which signalled a change of direction towards potential decline at the end of the period, such as the American Revolution.</li> </ul>		
3*	<p><b>How far do you agree that the impact of British rule on her colonies remained essentially the same in the period 1558–1783?</b></p> <ul style="list-style-type: none"> <li><b>In supporting the hypothesis in the question,</b> answers might point to the very 'light touch' government and administration employed by the British across the empire throughout this period, and their preference for working with existing rulers.</li> <li>Answers might highlight the British focus on the economic development of colonies, both in terms of introducing/developing cash crops, and on the development of trade with and through the metropolis. They might also mention the Trans–Atlantic Slave Trade, which was a feature of the whole period, and its impact on colonies in North America and the Caribbean (NB – West Africa was not colonised at this</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>

Question	Answer	Marks	Guidance
	<p>time so comment on the impact on Africa is not relevant to this question).</p> <ul style="list-style-type: none"> <li>• Answers might point out that there was generally fairly limited resistance to British rule throughout the period until the American Revolution, which could indicate, in the absence of a large standing army and highly developed colonial administration (with the exception of the slave economies of the Americas where the reasons for lack of large scale resistance were different), that many indigenous peoples in the empire were fairly lightly impacted by British rule during this period.</li> <li>• <b>In challenging the hypothesis in the question,</b> answers might point to a marked increase in direct control from the centre towards the second half of the period, in terms of Parliamentary legislation that impacted the colonies, and the nature and extent of colonial bureaucracy.</li> <li>• Answers may highlight the increased desire to generate tax revenues from the colonies (as opposed to revenue from trade), particularly after the Seven Years War.</li> <li>• Answers might identify the eighteenth century as a point at which European rivalries began to be played out more on land-based colonies as opposed to at sea, thus involving indigenous peoples either voluntarily or involuntarily.</li> <li>• Answers might seek to explore geographical as well as chronological patterns.</li> </ul>		

Question	Answer	Marks	Guidance
4*	<p><b>‘North America was the main cause of imperial rivalry between Britain and the European powers of Spain and France’. To what extent do you agree with this view of the period 1558–1783?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question,</b> answers might point to competition for the discovery, ownership and control of new lands in North America (the lands which constitute both the present day United States and Canada, but not Central America or the Caribbean).</li> <li>• Answers might discuss the strategic importance of North America, for example in the quest for global trade routes or in ensuring security for existing colonies.</li> <li>• Answers might point to the economic importance of North American resources to European monarchs and governments.</li> <li>• Answers might highlight the numerous occasions on which wars were fought on American soil between Britain, France and Spain, although they might choose to question the extent to which North America was itself the cause of these rivalries as opposed to the theatre in which existing rivalries were played out.</li> <li>• <b>In challenging the hypothesis in the question,</b> answers might identify the desire for control of the Caribbean and its lucrative plantation economy as a greater cause of rivalry.</li> <li>• Answers might consider developments in Asia and the Pacific, particularly India, or the desire for access to spices and other trade goods from South East Asia.</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>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"><li>• Answers might mention privateering and the competition for the plunder generated in Spanish America, although they might also note that this was largely at the start of the period.</li><li>• Answers might choose to challenge the premise that imperial rivalry was caused by competition for land-based territory, and might instead explore the desire for control of the seas and for pre-eminence in trade.</li></ul>		

## Assessment Objectives (AO) Grid

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>1</b>			30	<b>30</b>
<b>2/3/4</b>	50			<b>50</b>
<b>Totals</b>	<b>50</b>		<b>30</b>	<b>80</b>

## Summary of updates

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Date	Version	Change
November 2020	0.15	Updated copyright acknowledgements.

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