



GCE

History A

**Y205/01: Non-British period study: Exploration, encounters
and empire 1445-1570**

A Level

Mark Scheme for June 2022

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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

- 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:















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
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Provenance
	Simple comment
	Unclear
	View

Subject Specific Marking Instructions

Question	Answer	Marks	Guidance
1 (a)	<p>Which of the following caused the greater difficulty for early explorers?</p> <p>(i) Problems of navigation (ii) Conditions at sea</p> <p>Explain your answer with reference to both (i) <u>and</u> (ii).</p> <p>In dealing with problems of navigation,</p> <ul style="list-style-type: none"> • Answers might discuss the limitations of cartography. • Answers might explain the difficulty of finding latitude. • Answers might explain the difficulty of fixing longitude. • Answers might discuss the value of Arabic mathematical tables. • Answers might explain the extent to which the knowledge and techniques of Arabs and Chinese were adopted by the Spanish and Portuguese. • Answers might discuss the difficulty of navigating in uncharted waters on the open sea or off coasts. <p>• In dealing with conditions at sea, Answers might explain how prevailing winds were difficult.</p> <ul style="list-style-type: none"> • Answers might explain the difficulty of communication between ships on the same expedition. • Answers might discuss the difficulty of high seas and currents especially on particular routes. • Answers might discuss the problems of fresh water and food supplies on long journeys especially. • Answers might discuss the difficulty of maintaining the morale of the crew. • Answers might explain the difficulty of harbouring in uncharted waters. 	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 the question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or may 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.

1 (b)*	<p>‘Spanish conquests in Central and South America between 1519 and 1570 were achieved as a result of Spanish brutality.’ How far do you agree?</p> <p>In arguing that brutality was important,</p> <ul style="list-style-type: none"> • Answers might discuss the brutal way Cortes defeated Montezuma in 1519 and then subdued the rest of the Aztec lands. • Answers might discuss the brutality of Pizarro in defeating the Incas in 1533 and conquering the rest of their empire. • Answers might discuss how the Spanish were prepared to use force to maintain their control. • Answers might discuss the brutal way indigenous people were converted to Christianity. • Answers might discuss how a form of slavery and forced labour was imposed on indigenous people. <p>In arguing that other factors were important,</p> <ul style="list-style-type: none"> • Answers might discuss the superiority of Spanish weapons and the horse. • Answers might discuss the skill and charisma of Cortes, Pizarro and Almagro. • Answers might discuss how tribes hostile to the Aztecs allied with the Spanish. • Answers might argue this was true in the South but, in addition, how there was a civil war for the succession. • Answers might discuss the attraction of the positive nature of Christianity compared with the depressing religion of the Aztecs. • Answers might explain how indigenous people were decimated by diseases. 	20	<p>How far do you agree?</p> <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 ‘how far’ but at Level 4 may simply list factors. • At Level 5 and above, there will be judgements as to the relative merits of the points discussed. • At higher levels, candidates might establish criteria against which to judge the importance of the resilience of local people. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation; it should only be credited where it is used to analyse and evaluate the sources, in line with descriptions in the levels mark scheme.
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2 (a)	<p>Which of the following had a greater impact on Europe? (i) Silver from the New World (ii) Trade with overseas empires Explain your answer with reference to both (i) and (ii).</p> <p>In dealing with supplies of silver from the New World,</p> <ul style="list-style-type: none"> • Answers might discuss the debate about inflation in the 16th Century. • Answers might explain that silver was used to pay for Spanish imports. • Answers might explain that silver funded wars fought by Spain (the pay and provision of Spanish forces). • Answers might argue that silver allowed the Crown to repay loans from its bankers. • Answers might argue that silver supplies undermined the business of European silver mines. <p>In dealing with trade with overseas empires, Answers might argue that empire stimulated the export of goods from Europe (for example, from Spain: cloth, oil, wine).</p> <ul style="list-style-type: none"> • Answers might argue that new goods were imported such as rubber, fruits, timbers). • Answers might argue that revenue from customs increased, to the benefit of governments. • Answers might argue that the shipping industry in Europe gained from increased trade. • Answers might discuss the growth of ports, for example, Seville, and the internal migration of people to the ports. 	10	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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 the question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or may 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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2 (b)*	<p>How effective were Portugal's forts and staging and trading posts in serving her imperial interests in Africa, India and the East?</p> <p>In arguing that they were effective,</p> <ul style="list-style-type: none"> • Answers might argue that they were vital points of provision for Portuguese ships sailing along the coasts. • Answers might argue that the forts defended traders and settlers. • Answers might argue that they enabled the transportation of supplies of spices, ivory, gold and other goods to Portugal. • Answers might discuss how the slave trade, established from posts on the African coast, was beneficial to Portugal in Brazil. • Answers might argue that coastal strong points (rather than settlement in the interior) were sensible given the dangers inland (including disease). • Answers might argue that the system of forts and posts served Portugal's interests for centuries. • In arguing that there were limits to the effectiveness of forts and posts, Answers might argue that they were isolated and vulnerable. • Answers might argue that many locations were inhospitable in terms of climate and relations with indigenous people. • Answers might argue that government of these bases was dependent on a large number of individuals often pursuing personal rather than national interests. 	20	<p>The indicative content lists features of the period studied that relate to the question set. <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 the 'how effective' but at Level 4 may simply list factors. • At Level 5 and above, there will be judgements as to the effectiveness of forts, staging and trading posts. • At higher levels, candidates might establish criteria against which to judge the overall effect of forts, staging and trading posts. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation; it should only be credited where it is used to analyse and evaluate the sources, in line with descriptions in the levels mark scheme.
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	<ul style="list-style-type: none">• Answers might argue that the chain of forts and posts placed a huge strain on the limited resources of Portugal to maintain.• Answers might argue that the distances between forts and posts made Portuguese ships vulnerable to attack.		
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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.

	<i>A01: 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.

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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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