



**GCE**

**History A**

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

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).

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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

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## 12. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p><b>Which of the following was of greater importance for Spanish exploration?</b></p> <p>(i) Columbus (ii) Balboa</p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with Columbus</b>, answers might discuss how his achievement reinforced the support of the monarchy for further exploration.</li> <li>• Answers might explain how his voyages revealed much of the West Indies and parts of the South American coastline.</li> <li>• Answers might explain how his discoveries inspired others to follow.</li> <li>• Answers might discuss how the West Indies acted as a base for exploration to Central America.</li> <li>• Answers might discuss the importance of the knowledge of navigation and seamanship learnt by Columbus on his voyages.</li> <li>• <b>In dealing with Balboa</b>, answers might explain how he established the first permanent settlement of Europeans in mainland America at Dariena.</li> <li>• Answers might explain how he opened the interior of Panama Isthmus.</li> <li>• Answers might explain how his expedition of 1513 paved a route from the Atlantic to the coast of the Pacific.</li> <li>• Answers might discuss his exploration of a stretch of the west coastline of the Americas.</li> <li>• Answers might discuss how his discovery revived interest in a route to the Spice Islands inspiring the circumnavigation of the globe by Magellan.</li> </ul>	10	<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>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to question.</li> <li>• 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.</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
1	(b)*	<p><b>‘The most important consequences of overseas empire on Europe were economic and financial.’ How far do you agree?</b></p> <p><b>In arguing that economic and financial consequences had an impact,</b></p> <ul style="list-style-type: none"> <li>• Answers might discuss how the crowns of Portugal and Spain increased their wealth by taxing bullion and goods.</li> <li>• Answers might discuss the impact on international trade.</li> <li>• Answers might discuss the positive and/or negative effects on European industry.</li> <li>• Answers might discuss the growth of towns on the Atlantic coast e.g. Seville, Lisbon and the effects on their hinterlands.</li> <li>• Answers might discuss how inflation followed the growth in supplies of silver.</li> <li>• Answers might discuss the impact on shipping.</li> </ul> <p><b>In arguing that other impacts were important,</b></p> <ul style="list-style-type: none"> <li>• Answers might discuss how the power and prestige of the monarchs of Portugal and Spain was increased.</li> <li>• Answers might discuss how empire increased conflict between Europeans and affected the balance of power.</li> <li>• Answers might discuss the social consequences of empire.</li> <li>• Answers might discuss the impact on the Catholic Church and power of the Papacy.</li> <li>• Answers might explain how attitudes were changed (racism, cosmopolitanism, self-confidence etc).</li> <li>• Answers might discuss the cultural impact in terms</li> </ul>	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><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 candidates will focus on ‘How far?’ but at Level 4 may simply list consequences.</li> <li>• At Level 5 there will be judgement as to the relative importance of economic and financial consequences</li> <li>• At higher levels candidates might establish criteria against which to judge the view.</li> <li>• To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions.</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 the descriptions in the levels mark scheme.</li> </ul>



Question		Answer	Mark	Guidance
2	(a)	<p>of the arts and learning.</p> <p><b>Which of the following was of greater importance in the Portuguese and Spanish settlement of South America?</b></p> <p>(i) <b>Central administrative systems</b>  (ii) <b>Local administrative systems</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with central administrative systems,</b> answers might explain how a governor-general (Brazil from 1548) and a Vice-Royal (Spain) represented the Crown.</li> <li>• Answers might discuss how links with Lisbon were closer than between the regions of Brazil themselves.</li> <li>• Answers might discuss the role of Spain's Council of the Indies</li> <li>• Answers might discuss the inspections initiated by central government.</li> <li>• Answers might discuss how governments in Spain and Portugal denied a general assembly to represent settlers.</li> <li>• Answers might discuss the New Laws of 1542 designed to protect the right of indigenous people in Spanish colonies.</li> <li>• <b>In dealing with local administrative systems</b> answers might discuss the donatorios or captaincies set up in Brazil in 1533-4.</li> <li>• Answers might explain how local officials in Brazil were limited to the coast and estuaries.</li> <li>• Answers might discuss the role of governors in Spanish provinces and the Audiencia in each city.</li> <li>• Answers might discuss the powers of corregidores</li> </ul>	10	<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>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to question.</li> <li>• 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.</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>

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2	(b)*	<p>and alcaldes in Spanish territories.</p> <ul style="list-style-type: none"> <li>Answers might discuss the encomienda in Spanish America.</li> <li>Answers might explain how power was in the hands of rich planters and merchants.</li> </ul> <p><b>How important was the patronage of the monarchs of Spain and Portugal in encouraging overseas exploration in the period from 1445 to 1570?</b></p> <p><b>In arguing that royal patronage was important,</b></p> <ul style="list-style-type: none"> <li>Answers might discuss the role of Henry the Navigator.</li> <li>Answers might discuss the support for Columbus by the Spanish monarchy.</li> <li>Answers might discuss the funds provided to explorers.</li> <li>Answers might discuss the rewards offered to explorers (lands and titles).</li> <li>Answers might argue that the ambitions of monarchs to secure specific objectives inspired explorers.</li> <li>Answers might argue that the establishment of crown officials in foreign lands supported explorers.</li> </ul> <p><b>In arguing that other factors were important,</b></p> <ul style="list-style-type: none"> <li>Answers might argue that monarchs were often reluctant to be involved especially so in Portugal after 1460 and were even a hindrance to explorers at times.</li> <li>Answers might argue that explorers were motivated by personal ambition and desire for fame and fortune.</li> <li>Answers might discuss the importance of access to spices.</li> <li>Answers might argue that the spread of Christianity</li> </ul>	20	<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 candidates will focus on 'How important?' but at Level 4 may simply list factors.</li> <li>At Level 5 there will be judgement as to the importance of royal support.</li> <li>At higher levels candidates might establish criteria against which to judge the overall effect of royal support.</li> <li>To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions.</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 the descriptions in the levels mark scheme.</li> </ul>

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Question			Answer	Mark	Guidance
			<p>was a key stimulus for many explorers.</p> <ul style="list-style-type: none"><li>• Answers might discuss the motives of curiosity and adventure.</li><li>• Answers might argue advances in ship design and navigation were important.</li></ul>		

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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>
	<b>Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>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 Question 1(b) and Question 2(b): Essay [20]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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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