

GCE

History A

Y204/01: Non-British period study: Genghis Khan and the explosion from the Steppes c.1167-1405

A Level

Mark Scheme for June 2025

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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 RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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 RM Assessor 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 RM Assessor 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. 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 is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **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.**
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

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
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

Question		Answer	Mark	Guidance
1	(a)	Which of the following was impacted more by Tamerlane's rule? (i) Azerbaijan (ii) The Levant Explain your answer with reference to both (i) and (ii). In arguing Tamerlane's rule had a greater impact on Azerbaijan, - Answers might consider his invasion of Azerbaijan and its incorporation into Eurasia - Answers might consider the struggle with Tokhtamysh following his invasion of Azerbaijan - Answers might consider the impact of Tamerlane's restoration of control by 1399 - Answers might consider the impact of the terror used by Tamerlane and the numbers killed In arguing Tamerlane's rule had a greater impact on the Levant - Answers might consider the impact of his rule on the Silk Road - Answers might consider the defeat of Bayezid and subsequent Ottoman civil war - Answers might consider the impact of Tamerlane's threat in preventing the Ottomans moving west - Answers might consider loss of life in campaigns, notably, the Battle of Ankara in 1402 - Answers might consider the conquest of Syria and the prevention of the Mamluks from moving	10	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. - 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.

Question			Answer	Mark	Guidance
			from Egypt and the sacking of Aleppo and Damascus by Tamerlane		

Question			Answer	Mark	Guidance
1	(b)*		Assess the impact of the Mongol invasions on the West during the period to 1405. Answers could consider the military impact: - Answers might consider the fear of attack after the Mongol invasions of Russia, Poland and Hungary - Answers might consider that warring European princes had to co-operate to resist the Mongol advances - Answers might consider the destruction of numerous European political entities - Answers might consider the destruction of populations and cultures in Eastern Europe, Caucuses and Central Europe - Answers might consider how the West changed its military tactics - Answers might consider the deployment of firearms and gunpowder by the Mongols Answer could consider the impact of other factors: - Answers might consider the lack of trust between the west and Mongols and the psychological impact of the attacks.	20	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. - No set answer is expected. - At higher levels candidates will focus on weighing up the impact but at Level 4 may simply list the factors impacting. - At Level 5 there will be judgement as to which factor or factors had the greatest impact. - At higher levels candidates might establish criteria against which to judge impact. - 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.

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			• Answers might consider the forced payment of tribute • Answers might consider the Kiev Rus principalities became vassals of the Mongol Empire • Answers might consider the consequences of the subjugation of Georgia • Answers might consider the displacement of large populations • Answers might consider the impact on culture, science, medicine, technology and religion. • Answers might consider the impact of bubonic plague • Answers might consider the ideological impact • Answers may also consider the commercial and economic impact.		

Question		Answer	Mark	Guidance
2	(a)	Which of the following was impacted more by the Mongol invasions? (i) Culture (ii) Science Explain your answer with reference to both (i) and (ii). In arguing the Mongol invasions had a greater impact on culture, • Answers might consider the Mongols promoted relations among the different civilisations, supporting Tibetan Buddhism and Sufi orders of Islam • Answers might consider Mongol patronage of Chinese painters and playwrights, Iranian historians and Russian goldsmiths • Answers might consider the support for the Chinese porcelain industry • Answers might consider the impact on architecture, notably the Timur renaissance • Answers might consider the destruction of Russian churches, mosques in Baghdad and Chinese imperial tombs In arguing the Mongol invasions had a greater impact on science, • Answers might consider how Chinese sciences such as mathematics, engineering, astronomy and medicine flourished under Mongol rule • Answers might consider the development of the printing industry • Answers might consider the building of an observatory in Maragha and Beijing	10	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. • 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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Question			Answer	Mark	Guidance
			• Answers might consider the development of new instruments and celestial maps • Answers might consider the creation of the Imperial Academy of medicine and the use of herbal remedies		

Question		Answer	Mark	Guidance
2	(b)*	‘Khubilai Khan’s military successes were greater than his domestic achievements.’ How far do you agree? In arguing that his military successes were greater: • Answers might consider that he conquered China and his military stance against Kaidu and the Mongols strengthened his relationship with the newly conquered country • Answers might consider his military conquests and victories against Burma, Vietnam and Java • Kublai led the armies which defeated the Nan Song and thus enabled him to take over the Dai kingdom of Nanshao. • In 1264 Kublai’s military response to his brother Arigböge’s rebellion proved successful when he defeated him in battle. • His policy of clemency by the military towards the conquered enhanced his ability to maintain control. • Answers might consider domestic failures e.g. internal unrest, cost of the construction of the Grand Canal and Daidu, inflation, many Mongols were not assimilated into Chinese life In arguing that his domestic achievements were greater: • Answers might consider that he promoted economic growth by rebuilding the Grand Canal and extending highways • Answers might consider the creation of a unified paper currency	20	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. <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. • No set answer is expected. • At higher levels candidates will focus on weighing up the success of military and domestic policies, but at Level 4 may simply list successes. • At Level 5 there will be judgement as to which was the more successful. • At higher levels candidates might establish criteria against which to judge success. • 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.

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Question			Answer	Mark	Guidance
			- Answers might consider developments in water irrigation - Answers might consider the success of his religious policy of toleration in China - Answers might consider the success of public work schemes in maintaining the support of peasants and artisans - Answers might consider military failures e.g. defeat by Japan shattered their mantle of invincibility in East Asia; naval failure in conflict with Java in 1292		

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>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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