

GCE

History A

Y205/01: Exploration, encounters and empire 1445-1570

Advanced GCE

2021 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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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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 made the greater contribution to exploration?</p> <p>(i) da Gama (ii) Magellan</p> <p>Explain your answer with reference to both (i) <u>and</u> (ii).</p> <ul style="list-style-type: none"> • In dealing with da Gama, answers might explain how he rounded the Cape and reached the trading posts on the coast of eastern Africa. • Answers might explain how he then sailed to western India. • Answers might argue that his journey paved the way for others, within a decade, to reach China. • Answers might argue that the exploitation of the spices and silks of the Far East was a consequence of Da Gama's route. • Answers might claim that the establishment of the Portuguese empire in the Far East was indirectly due to Da Gama's expedition. • In dealing with Magellan, answers might explain how his expedition of 1521/2 achieved the first circumnavigation of the globe. • Answers might explain that his journey showed it was possible to round the Cape of Good Hope and cross the vast Pacific. • Answers might explain how this led to the colonisation of the Philippines from 1542 to 1565. • Answers might explain how Manila emerged as a base to which silver from South America could be shipped and thereafter taken to Spain. • Answers might emphasise how Magellan's journey | 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></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. |

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| | <p>brought the Spanish into the trade routes of the Far East linking Spain to Japan, China and south-east Asia.</p> <ul style="list-style-type: none"> Answers might explain how his journey extended Spanish and Portuguese rivalry to the Far East. | | |
| 1 (b)* | <p>To what extent did the overseas empires of Spain and Portugal upset the European balance of power?</p> <ul style="list-style-type: none"> In arguing that the balance of power was unsettled, answers might argue that empire made Spain the greatest power on earth. Answers might argue that empire gave Spain the confidence and power to exert herself in European affairs more than would have been the case. Answers might argue that silver shipments from America encouraged privateers to intercept Spanish ships and unsettle relations with other countries (including England). Answers might argue that the impact of empire unsettled the balance of power in some regions, for example, on the Iberian peninsula. Answers might argue that, as a result of the empires of Spain and Portugal, the Atlantic became increasingly important as a focus for European rivalry rather than the Mediterranean. In arguing that the balance of power was not unsettled, answers might explain that the relationships of states with each other in Europe were little affected by empire and if there were shifts in such relationships that this was the result of factors other than empire. Answers might argue that Spanish power did not result in any significant expansion of her influence in Europe, for example, the treaty of 1559 effectively confirmed the existing balance of power. Answers might argue that empire strengthened Spain's ability to check the threat from Moslems from the east and so helped maintain the existing balance of power in | 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> 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 'to what extent' 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 extent the balance of power was unsettled. 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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| | <p>Europe.</p> <ul style="list-style-type: none"> Answers might explain how Spanish and Portuguese spheres of influence had been determined by the Treaty of Tordesillas (1494) so empire did not make any significant change in relations between them. Answers might argue that empire diverted the attention of Spain and Portugal away from Europe with the result that there was minimal impact on the balance of power. | | |
| 2 (a) | <p>Which of the following was of greater importance in establishing Spanish power in the Americas?</p> <p>(i) The conquest of Mexico</p> <p>(ii) The conquest of Peru</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> In dealing with Mexico, answers might argue that the conquest established the Spanish on the continent. Answers might argue that the conquest encouraged expeditions elsewhere in the Americas. Answers might argue that the conquest illustrated the effectiveness of force against the indigenous rulers. Answers might argue that the conquest exposed the relative weakness of the incumbent power (the Aztecs). Answers might argue that the conquest demonstrated the value of forging alliances with indigenous tribes. In dealing with Peru, answers might argue that the judicial murder of Atahualpa increased resistance to the Spanish, for example, the rising of Manco Inca. Answers might argue that the rivalry between conquistadors led to conflict between them. Answers might explain how Almagro's expedition to the south to establish his kingdom led to the discovery of lands previously unknown. Answers might argue that the conquest of Peru led to the confiscation of the gold of the Incas which served to | 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. |

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| | <p>undermine their power and enhance that of the Spanish.</p> <ul style="list-style-type: none"> Answers might argue that Spanish power was stronger in coastal areas eg Lima rather than the interior. | | |
| 2 (b)* | <p>‘The establishment of the Catholic Church was the most important consequence for indigenous people of Portuguese and Spanish settlement.’ How far do you agree?</p> <ul style="list-style-type: none"> In dealing with the establishment of the Church, answers might argue that traditional pagan rituals were replaced with the religious ceremonial of Catholicism. Answers might explain that human sacrifice (in Mexico) was ended. Answers might argue that indigenous art was destroyed and discouraged. Answers might explain the Church came to play a dominant role in the social life of areas settled by the Spanish and Portuguese. Answers might stress how the Church converted millions of indigenous people. Answers might argue that the Inquisition was important. In dealing with other factors, answers might argue that influence of the RC Church can be exaggerated especially as there was a shortage of priests. Answers might explain how the introduction of diseases which resulted in the deaths of millions (as many as 90% in Mexico). Answers might argue that the encomienda system and the feudalism it represented was the main consequence. Answers might argue that the wealth of indigenous societies was pillaged. Answers might argue that the imposition of European ways in terms of dress, civil manners, and habits like smoking were important consequences. Answers might argue that intermarriage was a key consequence. | 20 | <p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> No set answer is expected. At higher levels, candidates will focus on the ‘how far’ but at Level 4 may simply list factors. At Level 5 and above, there will be judgements as to the impact of the Catholic Church. At higher levels, candidates might establish criteria against which to judge the overall effect of the Catholic Church. 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. |

Y205/01

Mark Scheme

November 2021

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| | <ul style="list-style-type: none">Answers might consider the introduction of the horse as transformative. | | |
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APPENDIX 1 – this contains a generic mark scheme grid

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

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

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