



Specimen assessment materials for first teaching September 2016

Paper 2: **Period study** and British depth study (1HI0/20 and 21)

Part A: Period study options

Options 20/21: Spain and the 'New World', c1490–c1555

Part A: Period study: Spain and the 'New World', c1490–c1555

Question		
1		<p>Explain two consequences of the Spanish invasion of Mexico.</p> <p>Target: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].</p> <p>AO2: 4 marks</p> <p>AO1: 4 marks</p> <p>NB mark each consequence separately (2 x 4 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • Simple or generalised comment is offered about a consequence. [AO2] • Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–4	<ul style="list-style-type: none"> • Features of the period are analysed to explain a consequence. [AO2] • Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • Vélazquez secured support from Indian tribes such as the Totonacs and the Tlaxcalans, which led to the siege of Tenochtitlan in 1521. • The Spanish invasion led to high death rates amongst the Aztecs due to the Spanish use of forced labour and the Aztecs' lack of immunity to certain diseases such as smallpox. • The invasion increased Spanish control and led to Cortés calling his conquests New Spain. • The Spanish invasion of Mexico meant that the Aztec Empire now ceased to exist. 		

Question		
2		<p>Write a narrative account analysing the Spanish conquest of Peru in the years 1528–48.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • role of Pizarro • siege of Cuzco (1536–37). <p>You must also use information of your own.</p> </div> <p>Target: Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1]. AO2: 4 marks AO1: 4 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2] • Limited knowledge and understanding of the events is shown. [AO1]
2	3–5	<ul style="list-style-type: none"> • A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1] <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	6–8	<ul style="list-style-type: none"> • A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1] <p><i>No access to Level 3 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- In 1528 Pizarro secured a licence from the Spanish Crown that resulted in him being named Governor of Peru.
- In 1530 Pizarro arrived in Peru and took advantage of the Inca Civil War, which weakened opposition to Spain's forces.
- Pizarro was able to launch a successful attack against Atahualpa, who was executed in 1533.
- The capital, Cuzco, was attacked in 1533 and this led to the setting up of a new capital at Lima.
- In 1536 the Incas revolted against Spanish rule, leading to a ten-month siege of Cuzco which ultimately resulted in a victory for Spain.
- Despite some resistance in 1548, Pedro de la Gasca was able to establish Spanish authority over Peru.

Question		
3		<p>Explain two of the following:</p> <ul style="list-style-type: none"> The importance of Spanish exploration for Spain's foreign ambitions. The importance of the Treaty of Tordesillas (1494) for relations between Spain and Portugal. The importance of goods from the New World for Spain's economy. <p>Target: Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 8 marks AO1: 8 marks NB mark each part of the answer separately (2 x 8 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> A simple or generalised answer is given, showing limited development and organisation of material. [AO2] Limited knowledge and understanding of the topic is shown. [AO1]
2	3–5	<ul style="list-style-type: none"> An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2] Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]
3	6–8	<ul style="list-style-type: none"> An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2] Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1a; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>The importance of Spanish exploration for Spain's foreign ambitions</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> Successful Spanish exploration increased Spain's prestige amongst other European powers. Spanish exploration was important to increase trade with the East because the Ottoman Empire and other Islamic states had closed the land route to the East. Spanish exploration westwards was important in establishing a new sea route to India, which would be faster and safer leading to increasing trade for Spain. Successful exploration increased Spanish influence and furthered Isabella's desire to spread Christianity. <p>The importance of the Treaty of Tordesillas (1494) for relations between Spain and Portugal</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> Both Portugal and Spain had been acquiring territory in the New World and the Treaty of Tordesillas in 1494 was important for relations between Spain and Portugal because it divided these new lands between them. The Treaty was important for relations between Spain and Portugal as it shared the territories approximately midway between the Portuguese Cape Verde islands and the Spanish territories of Cuba and Hispaniola. 		

- In the short-term, the Treaty improved relations between Spain and Portugal because they believed the New World had been divided fairly between them.
- Some details of the Treaty did not improve relations between Spain and Portugal as Brazil's boundaries were not agreed and this had to be resolved with later treaties.

The importance of goods from the New World for Spain's economy

Relevant points may include:

- Considerable amounts of gold and silver were important as these led to significant increases in Spanish revenue, which were used to fund Spanish armies in the German and Italian states, and in the Netherlands.
- The large volumes of precious metals from the New World led to inflation, which had a negative effect on Spain's poorer population as goods became overpriced.
- Spanish exports became more expensive and could not compete in international markets.
- Goods from the New World such as potatoes, tomatoes and corn led to more consumer demand in Spain and a rise in new business opportunities.

