



GCSE

History B (Schools history project)

Unit **J411/38**: The Making of America, 1798-1900 with Aztecs and the Spanish Conquest, 1519-1535

General Certificate of Secondary Education

Mark Scheme for June 2018

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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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J411/38

Mark Scheme

June 2018

Annotations

Stamp	Annotation Name	Description
	Tick 1	Level 1
	Tick 2	Level 2
	Tick 3	Level 3
	Tick 4	Level 4
	Tick 5	Level 5
	Tick 6	Level 6
	SEEN	Noted but no credit given
	NAQ	Not answered question
	Wavy Line	Development / Evidence / Support of valid point
	BP	Blank page

Section A: The Making of America, 1789-1900

Question 1–3 marks	
<p>(a) Name one slave state added to the USA between 1793 and 1838.</p> <p>(b) Name one Indian tribe living on the Plains between 1839 and 1860</p> <p>(c) Give one example of a difficulty faced by Homesteaders farming the Plains.</p>	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p><i>For 1(a), valid responses are: Tennessee, Louisiana, Mississippi, Alabama, Missouri, or Arkansas.</i></p> <p><i>For 1(b), likely valid responses include: Apache, Arapaho, Cheyenne, Comanche, Crow, Kiowa, Lakota Sioux, or Pawnee.</i></p> <p><i>For 1(c), likely valid responses include: Water shortages, extremes of weather, ploughing, lack of wood for fencing, protecting crops, failure of traditional crops, or natural hazards such as fires or locusts, building houses, keeping healthy.</i></p> <p>For 1(b) and 1(c) any other historically valid response is acceptable and should be credited.</p>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	

<p>Question 2–9 marks Write a clear and organised summary that analyses the American expansion from 1789 to 1838. Support your summary with examples.</p>	
<p>Levels</p> <p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 3 (7–9 marks)</p> <p>Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1).</p> <p>The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	<p><i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i></p> <p>Answers could consider aspects of one or more of the following: the defeat of the Indians in 1794 at the Battle of Fallen Timbers opening up land in the Northern Territory following Washington's use of 80% of government budget; Treaty of Greenville; Thomas Jefferson's belief in a democracy of 'yeoman farmers'- splitting up land and selling 640 acres at a time; Land speculators potential for big profits e.g. Wisconsin ½ million acres bought by 68 men; Louisiana Purchase added 530 acres of land to USA; 1820 Missouri compromise saw Maine added as a free state; Frontier men setting up farms on Indian lands in the Southern Territory; trade with Indians and the growth in the Fur Trade as well as trade routes to the Pacific Coast; Constitutional provision for expansion, i.e. Territories becoming states. Wars with Indians – Seminole Wars, Creeks and Cherokee – by 1838 Jackson's govt had removed over 46,000 Indians from their land and added an extra 25 million</p>
<p>Level 2 (4–6 marks)</p> <p>Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1).</p> <p>The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	
<p>Level 1 (1–3 marks)</p> <p>Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1).</p> <p>The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	
<p>0 marks</p> <p>No response or no response worthy of credit.</p>	

Question 2–9 marks Write a clear and organised summary that analyses the American expansion from 1789 to 1838. Support your summary with examples.

DO NOT ALLOW: 13 states independence, Homestead Act, Salt Lake City and Mormons, Gold Rush – all common answers but all outside of the time frame.

acres east of Mississippi for settlement and slavery. Lewis and Clark; Indian Removal Act.

*Use of conceptual understanding to organise the response might in this case involve dealing with **causation and consequence** (e.g. why frontier men encouraged further settlement) or **diversity** (i.e. recognising different reasons for different groups). Reward appropriate use of any other second order concept including organisation by understanding of chronology.*

Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).

No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.

Question 3–10 marks	
Why did Reconstruction do little to improve the lives of many African Americans? Support your answer with examples.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks	Notes and guidance specific to the question set
Level 5 (9–10 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	Explanations could consider: ‘Black codes’ established in Southern States and their effects (e.g. limiting the rights of African American workers, preventing black people serving on juries or giving evidence against white people, outlawing interracial marriage, preventing black ownership, tying former slaves to the land of their former slave owners); continuing influence of plantation owners, even after Radical Reconstruction; Southern resistance to Radical Reconstruction (i.e. accusations of corruption, misunderstanding effects of the 14 th Amendment and fears about illiterate African Americans voting); closure of Freedmen’s Bureau 1872 and objections to costs of Reconstruction; Republicans losing the 1874 election; increasingly in the 1870s black citizens targeted by extremist groups such as Ku Klux Klan; ‘sharecropping’ leading to white landowner control; public voting deterring African Americans; Supreme Court rulings 1873 and 1875 leading to the reintroduction of segregation, exclusion of black voters leading to ex-Confederate white soldiers dominating state governments; loss of support from North for Reconstruction; withdrawal of the US Army in
Level 4 (7–8 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).	
Level 3 (5–6 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	
Level 2 (3–4 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
Level 1 (1–2 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	

Question 3–10 marks**Why did Reconstruction do little to improve the lives of many African Americans? Support your answer with examples.****0 marks**

No response or no response worthy of credit. DO NOT CREDIT HOMESTEAD ACT - 1862

1877 from Southern States so no help for black vote; Lands which had been given to ex-slaves was returned to confederates only 2,000 slaves held onto the land they had been given.

*Explanations are most likely to show understanding of the second order concept of **change and continuity** as well as **causation and consequence** but reward appropriate understanding of any other second order concept.*

Question 4*–18 marks	
‘The discovery of gold was the main reason for migration to the West between 1839 and 1860.’ How far do you agree with this statement? Give reasons for your answer.	
Levels	Notes and guidance specific to the question set
AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks	
AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	
Level 6 (16–18 marks)	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of migration to the west before the Civil War, the discovery of gold or any other factor.</i></p> <p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider at least one other factor (e.g. the Mormons escaping religious persecution) even if the response goes on to argue that the discovery of gold was the most important factor.</i></p> <p><i>Answers are most likely to show understanding of the second order concept of causation but reward appropriate understanding of any other second order concept.</i></p>
<p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).</p> <p>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2).</p> <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	
Level 5 (13–15 marks)	
<p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).</p> <p><i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	
Level 4 (10–12 marks)	
<p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).</p> <p><i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	

Question 4*–18 marks	
‘The discovery of gold was the main reason for migration to the West between 1839 and 1860.’ How far do you agree with this statement? Give reasons for your answer.	
<p>Level 3 (7–9 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2).</p> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p>Grounds for agreeing include: increased scale of migration following the 1848 discovery of gold in California or 1858 discovery at Pikes Peak; including the 50,000 ‘forty-niners’; impact of speculation and rumour re gold in 1848 especially in press but other forms of popular culture such as songs; business opportunities in supplying miners e.g. Levi Strauss, expansion of timer and agriculture businesses alongside mining;</p> <p>Grounds for disagreeing include: the West offered land in enormous quantities; rich speculators bought large areas of land to sell to new settlers and spread rumours in the East; the 1841 Pre-emptive Act- farmers who built a house and cleared trees given the surrounding land; Manifest Destiny and the US constitutional provisions for expansion; Mountain Men and traders pioneering trails – safe maps; nothing to lose in east due to the 1837 economic depression or 1857 recession; population growth and farmers in the Mississippi Valley feeling ‘crowded’, Christian Missionaries desire to convert the Indians; Mormons escaping religious persecution; rumours of climate and quality of land attracted people to California.</p>
<p>Level 2 (4–6 marks)</p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).</p> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p>Level 1 (1–3 marks)</p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p>0 marks</p> <p>No response or no response worthy of credit. Indian removal Act not valid.</p>	

Question 5*–18 marks	
‘The most significant change for the Plains Indians in the period 1877-1900 was the destruction of the buffalo.’ How far do you agree with this statement? Give reasons for your answer.	
Levels	Notes and guidance specific to the question set
AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks	
AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	
Level 6 (16–18 marks)	<i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the destruction of the buffalo or Plains Indians’ way of life.</i>
Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).	<i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider at least one other factor (e.g. reservations) even if the response goes on to argue that the destruction of the buffalo was the most important factor.</i>
Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2).	
<i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	
Level 5 (13–15 marks)	<i>Answers are most likely to show understanding of the second order concepts of causation and consequence or change and continuity, but reward appropriate understanding of any other second order concept.</i>
Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).	Grounds for agreeing include: <i>the importance of the buffalo to a nomadic way of life, its multiple uses to enable survival on the Plains, the cultural importance of warrior societies and the hunt, identity and role of both men and women in relation to buffalo, religious beliefs associated with buffalo; destruction of the southern herd by 1875 and northern herd by 1883.</i>
<i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
Level 4 (10–12 marks)	
Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).	
<i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	

Question 5*–18 marks

‘The most significant change for the Plains Indians in the period 1877-1900 was the destruction of the buffalo.’ How far do you agree with this statement? Give reasons for your answer.

Level 3 (7–9 marks)

Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2).

There is a line of reasoning presented which is mostly relevant and which has some structure.

Level 2 (4–6 marks)

Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).

There is a line of reasoning which has some relevance and which is presented with limited structure.

Level 1 (1–3 marks)

Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).

The information is communicated in a basic/unstructured way.

0 marks

No response or no response worthy of credit.

Grounds for disagreeing include: Government Policy and Indian Bureau of Affairs; poor quality of reservation conditions – poverty, hunger and disease; role of reservations in the destruction of Indian culture – territorially (e.g. reduction of the Great Sioux Reservation between 1868 and 1889 - confined to reservations by the US govt and split up), politically (i.e. Government assumed all legal matters from 1885, distribution of rations to heads of families reduced the authority of Chiefs, 1887 Dawes General Allotment Act – had to give up tribe links), economically (i.e. after 1877 ban on leaving reservations to hunt – could only be farmers), religiously (banning of feasts, dances and ceremonies such as the Sun Dance, involvement of Christian missionaries, also created the ‘Ghost Dance’) and educationally (forced removal of children to boarding schools); Indian restriction to reservations in 1877 predated commencement of the destruction of the northern herd in 1880; the role of the US Army and consequences of the Indian Wars between 1862-1877; the role of settlers – homesteaders, cattlemen, miners or railroad construction. Pueblo herds die due to fencing; wild foods picked and canned also led to no food for Nomads.

Section B: Aztecs and the Spanish Conquest, 1519-1535

<p>Question 6 – 7 Marks What can Source A tell us about the extent and nature of Moctezuma's Aztec empire? Use the source and your own knowledge to support your answer.</p>	
<p>Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 2 marks</p> <p>AO3 Analyse sources (contemporary to the period). Maximum 5 marks</p> <p>Please note that that while the weightings of AO1 to AO3 are equal in levels 1, AO3 carries greater weight in level 2 and greater weight again in level 3.</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 3 (6–7 marks)</p> <p>The response shows knowledge and understanding of relevant key features and characteristics (AO1).</p> <p>Shows strong awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify a wide range of features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).</p>	<p><i>Valid features that answers could identify include:</i></p> <p><i>Surface features: Moctezuma had many troops; he took away the gold of the Tlaxacans</i></p> <p><i>Inferences about extent: extent - large because it consisted of provinces but limited because has not conquered the Tlaxcalans;</i></p>
<p>Level 2 (3–5 marks)</p> <p>The response shows knowledge and understanding of relevant key features and characteristics (AO1).</p> <p>Shows some awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify some features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).</p>	<p><i>Inferences about nature: nature - powerful - large army, garrisons in every province, the fortifications of Tenochtitlan; aggressive/oppressive - robbed and pillaged neighbours, exploited its empire for wealth, raw materials, people.</i></p>
<p>Level 1 (1–2 marks)</p> <p>The response shows knowledge of features and characteristics (AO1).</p> <p>Analyses the source to identify at least one feature that relates to the focus of the question; this may be inferred rather than directly stated in the source (AO3).</p>	<p><i>Examples of relevant additional characteristic features shown at levels 2 or 3 could include: Any valid knowledge of the extent and nature of the empire: Aztecs had conquered series of city-states in the Basin of Mexico, the Empire spread from coast to coast, made</i></p>

Question 6 – 7 Marks

What can Source A tell us about the extent and nature of Moctezuma's Aztec empire? Use the source and your own knowledge to support your answer.

0 marks

No response or no response worthy of credit.

military and economic alliances with many city-states but Moctezuma failed to defeat rival kingdoms of Tlaxcala and Huexotzingo, details of the tribute system with the provinces - the range of goods supplied through this system, Aztec society was centred on warfare, males given military training, the professional soldiers were all nobles, could raise enormous army - up to 400,000, use of garrisons near borders, use of Flower War.

There is no requirement to mention limitations but examples of limitations include: the Tlaxcalans wanted an alliance and so may have exaggerated Aztec misdeeds, or exaggerated Aztec strength to excuse the fact that they were often exploited by the Aztecs e.g. for victims for sacrifice, the Tlaxcalans were not as poor or weak as they claim.

No reward can be given for raising concerns over the limitations of the source unless this is explicitly used to help to say what the source "can tell us" in relation to the focus of the question.

No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.

<p>Question 7 – 15 marks</p> <p>How useful are Source B and Interpretations C and D for a historian studying the nature of Spanish rule in Mexico? In your answer, refer to the source and the two interpretations as well as your own knowledge.</p>	
<p>Levels</p> <p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 5 marks. Please note that while the descriptors for AO3 and AO4 are given separately in the levels, the analysis and evaluation of sources and interpretations may be combined in responses.</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 5 (13–15 marks)</p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3).</p> <p>Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<p><i>Analysis of the source and interpretations could identify features such as:</i></p> <p><i>Surface details such as: B - the Indians are in encomiendas and are being treated badly by the Spanish and that Charles wants this to stop; he also wants the Indians to be converted. C confirms the brutal treatment of the Indians. D suggests that the Indians were being made to work hard but that the account in C may be an exaggeration.</i></p>
<p>Level 4 (10–12 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of</p>	<p><i>Inferences such as: B - suggests Charles wants benevolent and paternalistic rule. It suggests that it is the Spanish in Mexico and not those back in Spain who are responsible for the poor treatment of the Indians.</i></p>

Question 7 – 15 marks

How useful are Source B and Interpretations C and D for a historian studying the nature of Spanish rule in Mexico? In your answer, refer to the source and the two interpretations as well as your own knowledge.

the source(s) in relation to the issue in the question (AO3).

Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).

Level 3 (7–9 marks)

Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).

Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).

Level 2 (4–6 marks)

Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1).

Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about usefulness of the source(s) in relation to the issue in the question (AO3).

Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).

C - suggests that the instructions issued by Charles in B were ineffective. C also tells us that there were people criticising Spanish rule and trying to get reforms.

D The whip suggests that the Indians are being made to work hard but only the whip suggests actual ill treatment.

Candidates might conclude from the collection as a whole that Indians were treated badly in the encomiendas by the Spanish on the spot and that attempts from Spain to improve conditions were ineffective. They might also conclude that although Spanish rule was harsh, there were attempts to improve it and that these were largely ineffective.

Understanding of appropriate characteristic features could include: knowledge of: the role of Cortes as Governor of Mexico and in establishing the encpmienda system, the nature of this system and the resulting treatment of Indians, other treatment of the Indians e.g. slavery, the actions of the first Audiencia under Nuno de Guzman, knowledge of the campaign to convert the Indians, the role and activities of Las Casas.

Limitations that may affect usefulness include

Question 7 – 15 marks

How useful are Source B and Interpretations C and D for a historian studying the nature of Spanish rule in Mexico? In your answer, refer to the source and the two interpretations as well as your own knowledge.

Level 1 (1–3 marks)

Demonstrates some knowledge of features and characteristics of the period (AO1).

Analyses the source(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO3)

Analyses the interpretation(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO4)

There is either no attempt to evaluate and reach a judgment about usefulness of the interpretation(s) and the source(s) in relation to the issue in the question, or there is an assertion but this lacks any support or historical validity

.0 marks

No response or no response worthy of credit.

the fact that B gives us only Charles' instructions and intentions and not evidence about whether these were carried out. C comes from Las Casas who campaigned for reform and thus his account might exaggerate the ill treatment to strengthen his case, especially since this comes from a published book. His language is extreme and this suggests lack of balance and exaggeration. The fact that D comes from an unknown artist. We do not know what sources were used by the artist, or even the exact date it is meant to be portraying. It only shows one aspect and one moment in time. It also has limitations in that it was an illustration for children and may have held back on showing the worst abuses. As a whole the sources are rather vague in their actual description of the ill treatment of Indians and are rather limited in their coverage of Spanish rule in that there are important aspects not mentioned e.g. the role of the Audiencia and the Church.

No reward can be given for raising concerns over the limitations unless this is explicitly used to help to say how it affects usefulness for the context given. Evaluation of usefulness may also involve making valid substantiated suggestions of other lines of enquiry for which the collection may be useful, but the focus given in the question must also be addressed.

No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.

<p>Question 8* – 18 marks</p> <p>“The most important reason for the Spanish expansion into the Caribbean and central America was the desire to spread the Christian faith.” How far do you agree with this view?</p>	
<p>Levels</p> <p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 6 (16–18 marks)</p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).</p> <p>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2).</p> <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured</i></p>	<p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. To reach Levels 5 and 6, this must involve considering aspects beyond the one in the question i.e. spreading the Christian faith AND at least one other factor in the sort of depth/clarity required by the level.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of causation (why the Spanish expanded), similarity/difference (the different reasons they had - push and pull factors), but reward appropriate understanding of any other second order concept.</i></p>
<p>Level 5 (13–15 marks)</p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).</p> <p><i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Grounds for agreeing include: Spain was strongly Catholic and there was religious zeal to win new lands for Christianity, convert natives and sanctify Christian global dominance, Cortes believed God was supporting his efforts and it was his duty to convert the Indians. This explanation also supported by Spanish</i></p>
<p>Level 4 (10–12 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).</p>	

Question 8* – 18 marks	
“The most important reason for the Spanish expansion into the Caribbean and central America was the desire to spread the Christian faith.” How far do you agree with this view?	
<p>Level 3 (7–9 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2).</p> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p>actions after conquest - they destroyed the Aztec religion, conversion was carried out by force and through the <i>encomienda</i> system. Reconquista (defeat of Muslims in 1492) had encouraged the Spanish to push Christianity, Papal Bull had granted Spain all lands Columbus found IF the inhabitants converted to Christianity.</p> <p><i>Candidates might argue that conversion was carried out to make Indians easier to control.</i></p> <p><i>Grounds for disagreeing may include: to discover and conquer new lands - the Portuguese had established colonies in West Africa and other places this spurred the Spanish into action to establish colonies of their own; personal wealth, advancement and glory - while in Cuba stories of vast amounts of gold on mainland; the payment of one fifth of profits to the Crown; to discover trade routes to the East - valuable goods were traded from the East but the Silk Road was slow and costly, they wanted to find new routes, especially to the Spice Islands, over which they would have control, knowledge that the world was round encouraged this.</i></p>
<p>Level 2 (4–6 marks)</p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).</p> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure</i></p>	
<p>Level 1 (1–3 marks)</p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i></p> <p><i>Nutshell: Unsupported assertion/description/identified examples (3 marks if ID)</i></p>	
<p>0 marks</p> <p>No response or no response worthy of credit.</p>	

Question 9* – 18 marks	
“The massacre of Aztec nobles in May 1520 was a disaster for the Spanish.” How far do you agree with this view?	
Levels	Notes and guidance specific to the question set
<p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks</p>	
<p>Level 6 (16–18 marks)</p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).</p> <p>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. To reach Levels 5 and 6, this must involve considering aspects beyond the one in the question i.e. that it was a disaster for the Spanish AND the alternative argument that it was not in the sort of depth/clarity required by the level.</i></p>
<p>Level 5 (13–15 marks)</p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).</p> <p><i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers are most likely to show understanding of the second order concepts of consequence (impact of his death on the Spanish), change/continuity (comparing before and after his death) but reward appropriate understanding of any other second order concept.</i></p>
<p>Level 4 (10–12 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).</p> <p><i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Grounds for agreeing include: Cortes had gained been welcomed and accepted by Moctezuma who had showered the Spanish with gifts and believed they were sent by the gods. He had become a puppet ruler so the Spanish were in control. The massacre by Alvarado changed all this and led to the Aztec uprising, hundreds of Spanish killed and a Spanish retreat from the city. Moctezuma, who could be used by Cortes, was killed Cortes had to start all over again</i></p>
<p>Level 3 (7–9 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in</p>	

Question 9* – 18 marks	
“The massacre of Aztec nobles in May 1520 was a disaster for the Spanish.” How far do you agree with this view?	
the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	<p><i>and conduct a lengthy siege and lose more men. The Spanish got trapped inside the city surrounded by Tenochtitlan people who hated them, faced attacks from Aztecs – javelins, arrows, stones, fire to palace. Short of food and water they had to retreat, night of sorrows – 600 Spaniards dead and thousands of Tlaxcalans.</i></p> <p><i>Grounds for <u>disagreeing</u> include: although appearing to accept the Spanish the Aztecs had not really. There were rumours of rebellion by the Aztecs and so Cortes had made Moctezuma a prisoner in his own palace. Moctezuma was losing support of his nobles and the situation was very uneasy, relations were growing worse because of Cortes' actions against their religious practices. The massacre weakened the Aztecs by killing many of their nobles, this made it easier to defeat them later as many key warriors had died. The uprising by the Aztecs was likely to happen anyway and the massacre brought things to a head and eventually led to the Spanish resolving the situation by allying with the Tlaxcalans, laying siege to the city and achieving a decisive victory in 1521 with Aztec power totally destroyed.</i></p>
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	

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