



GCSE (9-1)

History B (Schools History Project)

J411/32: Viking Expansion, c.750-c.1050 with Aztecs and the Spanish Conquest, 1519-1535

General Certificate of Secondary Education

Mark Scheme for June 2023

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training; OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** 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.*)

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The 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.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response:

- 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

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11. Annotations

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	1191	Tick 1	Level 1
	1201	Tick 2	Level 2
	1211	Tick 3	Level 3
	1221	Tick 4	Level 4
	1231	Tick 5	Level 5
	1241	Tick 6	Level 6
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Incorrect/ muddled/ unclear
	1681	BP	Blank page
	151	Highlight	Part of response which is rewardable (at one of the levels on the MS)
	11	Tick	Tick

12. Subject Specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader/PE.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

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Section A: Viking Expansion, c.750–c.1050

Question 1 – 3 marks	
<p>a) Identify one important trading town within the Viking homelands in c.750.</p> <p>b) Identify one Anglo-Saxon kingdom that became part of the Danelaw.</p> <p>c) Give one reason for Svein Forkbeard's attacks on England.</p>	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(a), likely valid responses include: Ribe, Hedeby, Birka and Kaupang.</i>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(b), likely valid responses include: Accept Mercia, Northumbria, East Anglia or Essex.</i> Do not accept Wessex, Sussex or Kent.
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(c) likely valid responses include: Previous Viking successes in attacking England; England was richer than Denmark, England had weak/ divided government at the time; supply of silver from the far east had dried up, the massacre of St. Brice's Day; Danegeld/ extortion</i> Do not accept: overly generalised comments which could apply to any Viking raids, any time, any place, e.g. 'For gold'. Do not accept 'Ethelred was only 12/ inexperienced (he had been on the thrones since 978 and 36 at the time of the first raids). Any other historically valid response is acceptable and should be credited.

<p>Question 2 – 9 marks Write a clear and organised summary that analyses the role of gods in Viking society. Support your summary with examples.</p>	
<p>Levels 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 3 marks</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 3 (7–9 marks) 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). 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><i>Answers could consider aspects of one or more of the following: impact of beliefs in gods on practices (causation/ consequence); change in Viking gods over time, e.g. from worship of pagan gods to the Christian god (change); the importance of gods in Viking society, (significance).</i></p>
<p>Level 2 (4–6 marks) Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). 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><i>Answers may show understanding of second order concepts such as significance; cause and consequences; and change and continuity.</i></p>
<p>Level 1 (1–3 marks) Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). 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><i>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).</i></p>
<p>0 marks No response or no response worthy of credit.</p>	<p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>

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Question 2–9 marks Write a clear and organised summary that analyses the role of gods in Viking society. Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	<p>Summary based on second order concept(s) with two or more valid supporting examples, e.g.</p> <p>[Consequence] <i>The Vikings honoured a range of gods and goddesses. This affected what happened in Vikings society at significant times. For example, they made offerings to the gods and called on them for help at important times, such as the birth of a baby.</i></p> <p><i>Vikings also believed the world would end with the final battle of Ragnarok ('doom of the gods') where everything would be destroyed. This belief may explain why they placed such value on fighting and living adventurously – because humankind was doomed anyway. [8]</i></p> <p>NOTE: Answers must cover at least two different roles in society for this level.</p>
Level 2 (4–6 marks)	<p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p>[Significance] <i>Viking gods played an important role in their society. For example, Vikings held gatherings in special places known as 'groves', led by a jarl. They built open-air altars and large statues of their gods. Sometimes these ceremonies lasted for several days and nights and included sacrifices. These were also places where important court cases or markets were held, showing how central to Viking society the gods were. [6]</i></p> <p>[Change] <i>In c.750, Vikings in Scandinavia were pagans who honoured gods like Odin and Thor. They made offerings to these gods on piles of stones called a horgr. However, this changed under Harald Bluetooth who was baptised as a Christian in 965. This led to Christianity becoming the official Danish religion and by the early 11th century Vikings were worshipping the Christian god – we can see this through the number of churches being built. [6]</i></p> <p>NOTE: Change involves saying <u>from what to what.</u></p>
Level 1 (1–3 marks)	<p>Lists/descriptions of Viking gods/ role of gods in society with no organising concept, e.g.</p> <ul style="list-style-type: none"> <i>In the early Viking age, most Vikings were pagans. There were three main Viking gods – Odin, Thor and Frey. There is evidence of the Vikings carrying out animal sacrifices to the gods. [3]</i> <i>Harald Bluetooth built a church in Jelling, which tells us that he worshipped the Christian god. [2]</i> <i>They believed that three worlds made up the universe – Asgard, Midgard and Hel. [1]</i> <p>OR</p> <p>Statement based on second order concept with no development or no valid specific examples, e.g. <i>At the start of this period the Vikings worshipped pagan gods but by the end they worshipped the Christian god. [1]</i></p>
0 marks	

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Question 3 – 10 marks What impact did the settlement of Volga Vikings have in eastern Europe? Explain your answer with examples.	
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 5 marks</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks</p>	
<p>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).</p>	<p><i>Explanations could consider: establishment of Staraya Ladoga as an important meeting point for trade; trade of goods from Scandinavia (e.g. honey, furs, ivory) and also from Constantinople and the Arab world (e.g. spices, silk, silver) with Vikings returning to Scandinavia via the settlements in eastern Europe; enslavement of Slav population to take to the Arab world and Byzantine Empire; control of the towns and river routes; establishment of defences; establishment of Novgorod and Kiev as major trading centres; Vladimir's rule and religious conversion brought Orthodox Christianity to Rus territory (along with the Greek alphabet, Byzantine law, education, culture, etc.).</i></p> <p><i>Explanations are most likely to show understanding of the second order concept of consequence but reward appropriate understanding of any other second order concept.</i></p>
<p>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).</p>	
<p>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).</p>	
<p>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).</p>	
<p>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).</p>	
<p>0 marks No response or no response worthy of credit.</p>	

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Question 3–10 marks	
What impact did the settlement of Volga Vikings have in eastern Europe? Explain your answer with examples.	
Guidance and indicative content	
Level 5 (9-10 marks)	<p>Two or more impacts of Viking settlement in eastern Europe identified and fully explained e.g.</p> <p><i>One impact was the establishment of important trading stations and towns in eastern Europe, such as Staraya Lodoga, Novgorod and Kiev. Lots of trade took place in these settlements, including trade of goods from Scandinavia (e.g. honey, furs and ivory) and also from Constantinople and the Arab world (e.g. spices, silk and silver) with Vikings returning to Scandinavia via the settlements in eastern Europe. So Viking settlement increased prosperity and trade in the area.</i></p> <p><i>Another impact was on religion and culture in eastern Europe. Vladimir was the Rus ruler of Kiev from 987 to 1015. He had links with the Byzantine Empire and had converted to Christianity. His influence meant that Viking settlement had a big cultural impact, spreading Orthodox Christianity throughout the region, along with the Greek alphabet, Byzantine law, education and aspects of Byzantine music and literature. [10]</i></p>
Level 4 (7-8 marks)	<p>One impact of Viking settlement in eastern Europe identified and fully explained e.g.</p> <p><i>One impact was the capture of slaves. There was a trade in slaves to the Arab world and the Byzantine empire, and the Vikings were very effective in this business. They raided villages in eastern Europe and captured people to sell in the Byzantine and Islamic markets. So the Viking settlement in eastern Europe had a negative impact on some local people, who were displaced from their homes. [7]</i></p>
Level-3 (5-6 marks)	<p>Identifies an impact/ action of the Volga Vikings in EE and uses this to address question (but does not provide precise evidence), e.g.</p> <ul style="list-style-type: none"> <i>The Vikings enslaved local people. This meant that Viking settlement in eastern Europe had a negative impact on people who were displaced from their homes.</i> <i>Under Vladimir, the Vikings spread Christianity. This brought a whole new religion to these parts of eastern Europe.</i> <i>Riurik established the ‘New Fortress’ at Novgorod. This helped to secure Viking control over Slav lands in this area.</i> <i>The Volga Vikings intermarried with the Slav population. This meant that over time, the Vikings became more like their Slav subjects.</i> <p>OR</p> <p>Identifies an action of the Volga Vikings in EE and gives precise evidence (but does not explain the change or impact), e.g.</p> <ul style="list-style-type: none"> <i>The Vikings brought new goods to the area. For example, they brought honey, furs and ivory from Scandinavia.</i> <i>The Vikings established new towns in eastern Europe, such as Novgorod and Kiev. Oleg became ruler of Kiev in 882 and his brother Vladimir followed him.</i> <p>NOTE: 5 marks for one action/impact identified; 6 marks for two or more</p>

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<p>Level 2 (3-4 marks)</p>	<p>Describes settlements, journeys or relevant events without identifying impact on eastern Europe, e.g.</p> <ul style="list-style-type: none"> • <i>The Volga Vikings from Sweden travelled from Staraya Lodoga down the Volkhov and Dnieper Rivers.</i> • <i>The Scandinavians were a minority in Slav lands. They were known as the Rus.</i> <p>OR Identifies one or more impacts/actions of the Volga Vikings in Eastern Europe but with <u>neither</u> of the following:</p> <ul style="list-style-type: none"> • support from precise evidence • explaining why it was a change, e.g. <ul style="list-style-type: none"> • <i>They increased trade in the area.</i> • <i>Riurik built a major fortified centre at Novgorod.</i> • <i>They enslaved local people.</i> • <i>They developed the area by establishing big towns such as Kiev.</i> • <i>They brought Christianity to the area.</i>
<p>Level 1 (1-2 marks)</p>	<p>Valid but general assertions, e.g.</p> <ul style="list-style-type: none"> • <i>They developed the area.</i> <p>OR Simply identifies Viking settlements (without description), e.g.</p> <ul style="list-style-type: none"> • <i>The Vikings had an impact on Kiev.</i>
<p>0 marks</p>	

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<p>Question 4* – 18 marks ‘The Vikings were successful in attacking western Europe between 793 and 879 because of the quality of their ships.’ How far do you agree? Give reasons for your answer.</p>	
<p>Levels 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</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). 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 BUT to achieve the highest two levels answers must consider both reasons to support and reasons to challenge the statement.</i></p>
<p>Level 5 (13–15 marks) 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). <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 causation and consequence but reward appropriate understanding of any other second order concept.</i></p>
<p>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></p>	<p><i>Grounds for agreeing include: speed of ships under oar and sail meant Viking raiders could attack targets with an element of surprise and make a quick getaway; design of the longships meant they did not need a jetty, so could be pulled up onto a beach and easily pushed out again, escaping pursuers; shallow-draughted boats gave them the ability to go inland up navigable rivers and muddy estuaries; size of the ships – large enough to carry a crew of over 50.</i></p>
<p>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). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><i>Grounds for disagreeing include: weakness of western Europe (e.g. local chieftans in Ireland; small kingdoms in England; weakness of Frankish empire following Charlemagne’s and Louis the Pious’ death) meant there was a lack of united opposition to the attacks; choice of targets for hit-and-run raids (e.g. isolated monasteries on the coast); use of winter camps meant raiding could begin early spring; use of holding monks to ransom; high-quality weapons (e.g. double-edged swords, axes, spears); tactics in battle (e.g. role of berserkers, brutality towards monks, use of the shield wall).</i></p>
<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></p>	
<p>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></p>	
<p>0 marks No response or no response worthy of credit.</p>	

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Question 4* – 18 marks	
'The Vikings were successful in attacking western Europe between 793 and 879 because of the quality of their ships.' How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.</p> <p><i>I agree with this statement to a large extent. Advances in ship building were crucial for successful Viking attacks on western Europe. Firstly, the longships were light and slim and could therefore reach great speeds – 5 knots using the oars and up to 20 knots under the sail in strong winds. This meant that Viking attacks in western Europe were successful because they could arrive with an element of surprise and also allow the warriors to make a quick getaway with their plunder.</i></p> <p><i>Additionally, the shallow draught of the longships meant that they could float in quite shallow water and didn't need a jetty to land – they could simply be pulled up on a beach. This gave the Vikings the ability to go far inland up navigable rivers and muddy estuaries. This meant that they could successfully attack trading towns as well as just coastal monasteries, as they did in England and the Frankish Empire from the mid 800s, when they burned the town of Rouen.</i></p> <p><i>On the other hand, the success of the Viking attacks wasn't all down to their ships. Areas of western Europe were quite weak at this time, making them vulnerable to Viking attack. For example, England was divided into small kingdoms – East Anglia, Mercia, Wessex and Northumbria. The lack of united opposition was one reason for the successful invasion of England by the Great Heathen Army, because they could deal separately with each kingdom.</i></p> <p><i>Furthermore, Viking attacks were successful because of their military culture. The Vikings were fierce warriors. A key example would be their lack of respect for monks or their religion, and how they did not hesitate to use violence and murder in their raids on monasteries. For example, at Lindisfarne in 793, one Anglo-Saxon writer describes how the Vikings seized younger members of the community and led them off into captivity. So the Vikings were successful because they were ruthless in acquiring their plunder if there was any resistance.</i></p> <p><i>Overall, I do agree with the statement because although the Vikings did pick weaker targets and use brutal tactics, it was the superior design of their ships which allowed them to take advantage of these targets – without the ability to travel at speed and get away fast, their enemies may have been able to resist their tactics more successfully. [18]</i></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.</p> <p><i>I agree with this statement to a large extent. Advances in ship building were crucial for successful Viking attacks on western Europe. Firstly, the longships were light and slim and could therefore reach great speeds – 5 knots using the oars and up to 20 knots under the sail in strong winds. This meant that Viking attacks in western Europe were successful because they could arrive with an element of surprise and also allow the warriors to make a quick getaway with their plunder.</i></p> <p><i>Additionally, the shallow draught of the longships meant that they could float in quite shallow water and didn't need a jetty to land – they could simply be pulled up on a beach. This gave the Vikings the ability to go far inland up navigable rivers and muddy estuaries. This meant that they could successfully attack trading towns as well as just coastal monasteries, as they did in England and the Frankish Empire from the mid 800s, when they burned the town of Rouen.</i></p> <p><i>On the other hand, the success of the Viking attacks wasn't all down to their ships. Areas of western Europe were quite weak at this time, making them vulnerable to Viking attack. For example, England was divided into small kingdoms – East Anglia, Mercia, Wessex and Northumbria. The lack of united opposition was one reason for the successful invasion of England by the Great Heathen Army, because they could deal separately with each kingdom.</i></p>

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<p>Level 4 (10-12 marks)</p>	<p>One sided argument, two explained points of support (2-0), e.g. <i>I agree with this statement. Advances in ship building were crucial for successful Viking attacks on western Europe. Firstly, the longships were light and slim and could therefore reach great speeds – 5 knots using the oars and up to 20 knots under the sail in strong winds. This meant that Viking attacks in western Europe were successful because they could arrive with an element of surprise and also allow the warriors to make a quick getaway with their plunder.</i></p> <p><i>Additionally, the shallow draught of the longships meant that they could float in quite shallow water and didn't need a jetty to land – they could simply be pulled up on a beach. This gave the Vikings the ability to go far inland up navigable rivers and muddy estuaries. This meant that they could successfully attack trading towns as well as just coastal monasteries, as they did in England and the Frankish Empire from the mid 800s, when they burned the town of Rouen.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1-1), e.g. <i>I agree with this statement to a large extent. Advances in ship building were crucial for successful Viking attacks on western Europe. Firstly, the longships were light and slim and could therefore reach great speeds – 5 knots using the oars and up to 20 knots under the sail in strong winds. This meant that Viking attacks in western Europe were successful because they could arrive with an element of surprise and also allow the warriors to make a quick getaway with their plunder.</i></p> <p><i>On the other hand, the success of the Viking attacks wasn't all down to their ships. Areas of western Europe were quite weak at this time, making them vulnerable to Viking attack. For example, England was divided into small kingdoms – East Anglia, Mercia, Wessex and Northumbria. The lack of united opposition was one reason for the successful invasion of England by the Great Heathen Army, because they could deal separately with each kingdom.</i></p>
<p>Level 3 (7-9 marks)</p>	<p>One sided argument; one explained point of support (1-0), e.g. <i>I agree with this statement. Advances in ship building were crucial for successful Viking attacks on western Europe. Firstly, the longships were light and slim and could therefore reach great speeds – 5 knots using the oars and up to 20 knots under the sail in strong winds. This meant that Viking attacks in western Europe were successful because they could arrive with an element of surprise and also allow the warriors to make a quick getaway with their plunder.</i></p>
<p>Level 2 (4-6 marks)</p>	<p>Identification of reason(s) to support/challenge without full explanation, e.g.</p> <ul style="list-style-type: none"> • <i>No, I disagree because I also think their battle tactics like the use of the shield wall and the berserkers made them successful.</i> • <i>Yes, I agree because their longships were fast and allowed them to get away quickly after a raid.</i> <p>Alternatively, description of Viking ships/ warfare/ raiding/ invasions/ relevant events without using this to address the question of reasons for success, e.g.</p> <ul style="list-style-type: none"> • <i>In 793 the Vikings were carrying out small hit-and-run raids in England but by 865 a large army launched a full invasion.</i> • <i>Vikings used longships which had a shallow draught meaning they didn't need deep water. They had holes for oars, positioned low down the sides of the ships, and square sails.</i> <p>1 identifications/ description = 4–5 marks 2 identifications/ descriptions = 5–6 marks 3 identifications/ descriptions = 6 marks</p>
<p>Level 1 (1-3 marks)</p>	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> • <i>Yes, I agree because their ships were fast.</i> • <i>No, they were successful because of things like good battle tactics.</i>

Question 5* – 18 marks How far do you agree that Viking settlers transformed the places they settled in western Europe? Give reasons for your answer.	
Levels 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	Notes and guidance specific to the question set
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). 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>	<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 some of the grounds for arguing the opposite point of view to the one that they finally support.</i>
Level 5 (13–15 marks) 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). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers are most likely to show understanding of the second order concepts of causation and significance, but reward appropriate understanding of any other second order concept.</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>	<i>Grounds for agreeing include:</i> Scotland and the islands: <i>Political changes, e.g. by 1000, the kings of Norway had set up an Earldom of the Orkneys, and a Kingdom of the Isles that included the Hebrides and the Isle of Man; some historians argue that the Picts were wiped out; the Shetlands and the Orkneys were dominated by the Vikings who brought wives and families from Norway; until the 18th century, some people on the islands spoke their own language, Norn, which was similar to Norwegian; all the place names on the islands are of Norse origin; high level of people on Shetland/Orkneys have male Scandinavian ancestors.</i>
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). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
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>	England: <i>Political changes, e.g. Vikings held the Danelaw securely 878–927 (jarls, burhs, etc.); long-lasting influence of Viking customs, legal system, etc. in Danelaw and beyond; peasants given greater freedom in the Danelaw than elsewhere; impact of language and place names; development of Jorvik as a major Viking city and port (with extensive trading links) with a population of around 10,000.</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.	Ireland: <i>establishment of Dublin as a major trading base; enslavement and transportation of local</i>

	<p>population.</p> <p>France: significant Viking settlement in Normandy under Rollo; impact seen in Scandinavian place names along coast and larger rivers.</p> <p>Iceland: first people to settle the land on a large scale; majority of modern Icelandic residents descended from first Viking settlers; the Vikings recreated Norwegian society in Iceland.</p> <p>Greenland: Vikings established two settlements there and lives there between c.983 and 1400s.</p> <p>Grounds for disagreeing include:</p> <p>Scotland and the islands: Some archaeological evidence points to Vikings being eager to adopt local customs (e.g. choice of burial site special to the Picts); some historians think the Vikings settled and lived alongside the Picts;</p> <p>England: absorption into local population and adoption of established Anglo-Saxon customs (e.g. use of sculptured tombstones) and adoption of its language(s); Pagan worship alongside Christianity but on balance the Christianisation of Vikings (e.g. churches built by Vikings in Jorvik); housing remains in Jorvik show that, at least until the mid-tenth century, Anglo-Saxon structures remained predominant; areas of Britain were less affected or unaffected by Viking settlement.</p> <p>Ireland: few Vikings moving to /conquering the interior; loss of Viking identity, e.g. conversion to Christianity, intermarriage and becoming Gaelic-speakers.</p> <p>France: Relatively little colonisation of Normandy further inland; Vikings in Normandy quickly took on a French identity, e.g. conversion to Christianity, marriage into French families and adoption of French language and customs (e.g. fighting on horseback).</p> <p>Greenland: only two very small settlements; lack of integration with local Inuit population; disappearance by 1400s.</p>
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Question 5* – 18 marks	
How far do you agree that Viking settlers transformed the places they settled in western Europe? Give reasons for your answer.	
Guidance and indicative content	
NOTE: Candidates might approach this thematically (e.g. language, culture, religion, politics, etc.) or by looking at different areas of settlement. Either approach is acceptable.	
Level 6 (16-18 marks)	<p>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.</p> <p><i>There is plenty of evidence to support this statement. In England, Viking law and culture was well established in the Danelaw between 878 and 927, and had a lasting impact beyond that time. For example, they brought their use of ‘things’ to the system of law (from which the jury system derives). They also transformed Eoforwic into Jorvik and developed it into a major port city in northern Europe, with extensive trading links. So the Vikings left a distinctive mark in England in many ways.</i></p> <p><i>As well as this, it can be argued that the Vikings transformed many of the Scottish islands. By 1000, the kings of Norway had set up an Earldom of the Orkneys, and a Kingdom of the Isles that included the Hebrides and the Isle of Man. The Shetlands and the Orkneys were dominated by the Vikings who brought wives and families from Norway and right up until the 18th century, some people on the islands spoke their own language, Norn, which was similar to Norwegian. So the Scottish islands were transformed both politically and culturally.</i></p> <p><i>However, there is also an argument that the Vikings did not completely ‘transform’ England because in many ways the Vikings were absorbed into the local population and adapted many of the established Anglo-Saxon customs. For example, the Vikings converted quite quickly to Christianity soon after moving to England, and several churches in Jorvik were built by the Vikings. So it could be said that although the Vikings controlled England in the Danelaw, they did not completely ‘transform’ it.</i></p> <p><i>Furthermore, there are areas in western Europe where the Vikings themselves were highly influenced in the areas they settled. For instance, in Normandy, the Vikings quickly took on a French identity through conversion to Christianity, marriage into French families and adoption of French language and customs such fighting on horseback. This shows that far from ‘transforming’ Normandy, the Vikings shed a lot of their previous identity and took on a new one.</i></p> <p><i>In conclusion, the Vikings a large and lasting impact, but more so in some areas (such as the Scottish islands) than others (such as Normandy). Even in areas where their influence was very strong, such as England, one reason for their success was their adaptation of local customs and traditions, so it would be going too far to say they completely ‘transformed’ the places they settled.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.</p> <p><i>There is plenty of evidence to support this statement. In England, Viking law and culture was well established in the Danelaw between 878 and 927, and had a lasting impact beyond that time. For example, they brought their use of ‘things’ to the system of law (from which the jury system derives). They also transformed Eoforwic into Jorvik and developed it into a major port city in northern Europe, with extensive trading links. So the Vikings left a distinctive mark in England in many ways.</i></p> <p><i>As well as this, it can be argued that the Vikings transformed many of the Scottish islands. By 1000, the kings of Norway had set up an Earldom of the Orkneys, and a Kingdom of the Isles that included the Hebrides and the Isle of Man. The Shetlands and the Orkneys were dominated by the Vikings who brought wives and families from Norway and right up until the 18th century, some people on the islands spoke their own language, Norn, which was similar to Norwegian. So the Scottish islands were transformed both politically and culturally.</i></p> <p><i>However, there is also an argument that the Vikings did not completely ‘transform’ England because in many ways the Vikings were absorbed into the local population and adapted many of the established Anglo-Saxon customs. For example, the Vikings converted quite quickly to Christianity soon after moving to England, and several churches in Jorvik were built by the Vikings. So it could be said that although the Vikings controlled England it in the Danelaw, they did not completely ‘transform’ it.</i></p>

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<p>Level 4 (10-12 marks)</p>	<p>One sided argument, two explained points of support (2–0), e.g. <i>I agree. In England, Viking law and culture was well established in the Danelaw between 878 and 927, and had a lasting impact beyond that time. For example, they brought their use of ‘things’ to the system of law (from which the jury system derives). They also transformed Eoforwic into Jorvik and developed it into a major port city in northern Europe, with extensive trading links. So the Vikings left a distinctive mark in England in many ways.</i></p> <p><i>As well as this, it the Vikings transformed many of the Scottish islands. By 1000, the kings of Norway had set up an Earldom of the Orkneys, and a Kingdom of the Isles that included the Hebrides and the Isle of Man. The Shetlands and the Orkneys were dominated by the Vikings who brought wives and families from Norway and right up until the 18th century, some people on the islands spoke their own language, Norn, which was similar to Norwegian. So the Scottish islands were transformed politically and culturally.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1–1), e.g. <i>There is plenty of evidence to support this statement. In England, Viking law and culture was well established in the Danelaw between 878 and 927, and had a lasting impact beyond that time. For example, they brought their use of ‘things’ to the system of law (from which the jury system derives). They also transformed Eoforwic into Jorvik and developed it into a major port city in northern Europe, with extensive trading links. So the Vikings left a distinctive mark in England in many ways.</i></p> <p><i>However, there is also an argument that the Vikings did not completely ‘transform’ England because in many ways the Vikings were absorbed into the local population and adapted many of the established Anglo-Saxon customs. For example, the Vikings converted quite quickly to Christianity soon after moving to England, and several churches in Jorvik were built by the Vikings. So it could be said that although the Vikings controlled England it in the Danelaw, they did not completely ‘transform’ it..</i></p>
<p>Level 3 (7-9 marks)</p>	<p>One sided argument; one explained point of support (1–0), e.g. <i>I agree. In England, Viking law and culture was well established in the Danelaw between 878 and 927, and had a lasting impact beyond that time. For example, they brought their use of ‘things’ to the system of law (from which the jury system derives). They also transformed Eoforwic into Jorvik and developed it into a major port city in northern Europe, with extensive trading links. So the Vikings left a distinctive mark in England in many ways.</i></p>
<p>Level 2 (4-6 marks)</p>	<p>Identification of reason(s) to support/challenge without full explanation, e.g.</p> <ul style="list-style-type: none"> • <i>Yes, I agree because there are lots of Scandinavian place names in England, such as Whitby and Lowestoft.</i> • <i>Yes, they transformed Ireland by taking local people as slaves.</i> • <i>No, they had to abandon Greenland because the climate became too difficult.</i> <p>Alternatively, description of Viking settlements/ relevant events without using this to address the question of change/ transformation, e.g.</p> <ul style="list-style-type: none"> • <i>The Vikings settled in various places in Britain, such as the Shetland and Orkney islands. On the Isle of Man, Viking graves have been found marked by the Christian cross as well as figures from Norse mythology.</i> • <i>In York, archaeologists have found many Viking items such cooking pots, brooches and shoes from the time of the Danelaw.</i> <p>1 identifications/ description = 4–5 marks 2 identifications/ descriptions = 5–6 marks 3 identifications/ descriptions = 6 marks</p>
<p>Level 1 (1-3 marks)</p>	<p>Valid but general assertion(s), or naming areas of settlement, e.g.</p> <ul style="list-style-type: none"> • <i>No, they often fitted in with the local poplation.</i> • <i>The Vikings settled in the Danelaw in England.</i>

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

Question 6 – 7 marks What can Source A tell us about the Aztecs and their system of tribute? Use the source and your own knowledge to support your answer.	
<p>Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 2 marks AO3 Analyse sources (contemporary to the period). Maximum 5 marks 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) The response shows knowledge and understanding of relevant key features and characteristics (AO1). 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> <ul style="list-style-type: none"> • <i>Surface features (L1) – tells us the Aztecs were given war-dresses shields and cloaks (or tells us what they looked like, e.g. feathered headdresses); that they were given beans and grain. It tells us that the Aztecs were given a wide range of goods. It tells us that towns had to send tribute</i> • <i>Inferences from the source (L2) – tells us that the tribute system was very important to the Aztecs because it kept them supplied with essential goods; it tells us that the Aztecs had a strong hold over their empire to receive such a range of valuable goods; it tells us that the Aztecs valued practical items for eating and building and that warfare was important to them, hence the war-dresses.</i> • <i>Inferences from the source’s purpose or production (L3) – tells us about the importance of the tribute system to the Aztecs which is why the Spanish are researching and recording it– the Spanish king wants to know about his new lands and telling him about the tribute system is central to this; tells us that the Aztec tributes must have been carefully recorded in a detailed way and this explains why they were able to record them in the 1540s.</i> <p><i>There is no requirement to mention any possible limitations of the source. Candidates will be credited for recognising features of the source such as its production or tone and explaining how these are helpful to historians. These could include purpose/ production of the source as outlined above.</i></p> <p><i>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.</i></p>
<p>Level 2 (3–5 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). 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>Level 1 (1–2 marks) The response shows knowledge of features and characteristics (AO1). 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>0 marks No response or no response worthy of credit.</p>	

<p>Question 6 – 7 marks</p> <p>What can Source A tell us about the Aztecs and their system of tribute? Use the source and your own knowledge to support your answer.</p>	
<p>Guidance and indicative content</p>	
<p>Level 3 (6-7 marks)</p>	<p>Explains (using valid inference) what source reveals about the effectiveness/significance/centrality of tribute for the Aztecs, e.g.</p> <ul style="list-style-type: none"> <i>The fact that this list of tributes has been produced with great care 20 years after the fall of the Aztecs tells us that the system must have been very effective in terms of control and supplying the Aztecs with important goods. (6) This is why the Spanish have asked for the Codex and is going to the trouble of collecting and recording details such as the number of shields and bins of grain collected. (7)</i> <i>The list was going to be sent to the Spanish king because he wanted to know about his new lands. The fact that the Spanish who were researching and producing this source have focused on tributes tells us how central they must have been to Aztec society and Aztec control of its Empire. (6)</i> <p>NOTE 1: Valid inference with valid source support = 7 marks, no valid source support = 6 marks NOTE 2: Identifying the purpose, etc. is not the same as making an inference <u>from</u> the purpose.</p>
<p>Level 2 (3-5 marks)</p>	<p>Explains what source tells us about the Aztecs and their system of tribute by using a valid inference from content of source, e.g.</p> <ul style="list-style-type: none"> <i>The source shows us how the Aztecs kept trade going and were supplied with crucial goods like grain and building materials (planks of wood). (4)</i> <i>The source tells us that the Aztecs had firm control over their Empire because provinces and towns were supplying them with essential and valuable goods such as food, like grain and beans, as well and expensive and luxury items like the cloaks. (5)</i> <i>The source tells us that warfare was important to the Aztecs which is why they are receiving so many war-dresses as part of the tribute. (4)</i> <i>The source was going to be sent to the Spanish King so it tells us that he wanted to know about tribute. (3)</i> <p>NOTE: Valid inference(s) with no relevant support from the source = 3 marks. Quotations must be linked by candidate to their inference. NOTE 2: 1 supported inference + 2nd inference (supported or unsupported) = 5 marks</p>
<p>Level 1 (1–2 marks)</p>	<p>Lifts surface detail from source or general comments on provenance to address question (2 marks), e.g.</p> <ul style="list-style-type: none"> <i>The source tells us towns had to send war-dresses and grain to the Aztecs.</i> <i>The source tells us that towns were paying the Aztecs tribute like cloaks and food.</i> <i>Source A tells us that the Aztecs kept records of the tribute that they received.</i>

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	<p>Alternatively, makes valid but general assertion(s) (1 mark)</p> <ul style="list-style-type: none">• <i>The source tells us people gave things to the Aztecs.</i> <p>OR</p> <p>Answers which make comments on source without addressing the question of what it can tell us about the Aztecs and their system of tribute (1 mark) e.g.</p> <ul style="list-style-type: none">• <i>The source shows brightly coloured war-dresses with feathers in the headdress.</i>
0 marks	0 marks No response or no response worthy of credit.

<p>Question 7 – 15 marks ‘How useful are Sources B and C and Interpretation D for a historian studying the arrival of the Spanish in the Aztec Empire?’ In your answer, refer to the two sources and the interpretation as well as your own knowledge.</p>	
<p>Levels 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) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure 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 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). 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 sources and interpretation could identify features such as:</i></p> <ul style="list-style-type: none"> • <i>Surface features of sources (L2) – e.g. B - there was a great fire in the sky; a great fire told the Aztecs that the Spanish were coming; C - Cortes was the son of the god Quetzalcoatl; the prophecy had said that Cortes would come; D – the omens were a deception; the Omens started to appear in the 1540s; the Aztecs could not have thought the Spaniards were gods.</i>
<p>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). 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 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).</p>	<ul style="list-style-type: none"> • <i>Inferences from the sources (L3–L5) – e.g.:</i> • <i>B and C useful as evidence of how the Aztecs viewed Cortes – in religious terms, foretold by prophecy and believing he was the son of the god Quetzalcoatl;</i> • <i>B / C both useful as evidence of why the Aztecs did not attack the Spanish (or how the Spanish viewed this reaction), i.e. beliefs/ superstitions;</i> • <i>C is useful for revealing how the Spanish portrayed the Aztec reaction to their arrival/ how they justified their Conquest;</i> • <i>D is useful in providing an alternative perspective which challenges B/C on the basis of technological achievements and shows that the Spanish have misrepresented the Aztec reaction to the Spanish arrival.</i>
<p>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).</p>	<ul style="list-style-type: none"> • <i>Other comments will probably include:</i> • <i>(L3) Comments which support or challenge the evidence presented in sources with candidates’ own</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).</p>	

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<p>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).</p>	<p><i>knowledge, rendering sources more or less useful in terms of typicality or reliability.</i></p> <ul style="list-style-type: none"> • <i>(L3) Candidates may show how the sources/interpretation agree and/or disagree with each other. e.g. B and C fit together and could be used to support each other; D casts doubts over B and C; the dates of B and C seem to confirm the claim made by D that these stories did not appear until after 1540.</i> • <i>(L2) Undeveloped comments on how provenance of sources make them reliable/unreliable and therefore useful/not useful.</i> • <i>Candidates should not be rewarded above Level 1 for simply saying what is 'missing' from the sources.</i>
<p>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</p>	<p><i>Understanding of appropriate characteristic features could include: Quetzalcoatl was the great god the Aztecs. Claims were made that there were several omens such as a comet (great fire) and storms about ten years before the Spaniards arrived. They were seen as signs of impending disaster. The Aztecs, including Moctezuma, were greatly worried by them. There was also an ancient prophecy that Quetzalcoatl had abandoned the Aztecs but would one day return to reclaim his kingdom. On the other hand the Aztecs seemed to have known the Spaniards were merely human. This could lead to two possible conclusions: the prophecies did not affect Moctezuma's behaviour/attitude towards the Spaniards OR/AND the Aztecs developed the religious explanation after the conquest to make it fit in with their own beliefs.</i></p>
<p>0 marks No response or no response worthy of credit.</p>	<p><i>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.</i></p>

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Question 7 – 15 marks 'How useful are Sources B and C and Interpretation D for a historian studying the arrival of the Spanish in the Aztec Empire?' In your answer, refer to the two sources and the interpretation as well as your own knowledge.	
Guidance and indicative content	
Level 5 (13-15 marks)	<p>Supported inferences (support from source) from <u>content</u> of <u>two</u> of B, C or D to explain why at they are useful as evidence about the arrival of the Spanish in the Aztec Empire (i.e. 2 x L4), e.g.</p> <p><i>Source B is useful because it shows that the Aztecs explained and understood the arrival of the Spanish in religious or supernatural terms. The image in the Codex shows a great fire in the sky and Aztecs being very worried about it. This shows how they believed that they had be warned by an omen about the arrival of the Spanish; they therefore viewed it as an earth-shattering event. This belief was so strong that it was still being illustrated decades after the fall of the Aztecs.</i></p> <p><i>I also think Source C is useful because it reveals how the Spanish were justifying [or presenting] their conquest of the Aztec Empire. Moctezuma is presented as superstitious and eager to offer up his own kingdom to Cortes when the Spanish arrived: it says he was 'at the service' of Cortes because he believed he was the son of the god Quetzalcoatl. This source was produced decades of Spanish rule so it was implying that the Aztecs needed Spanish rule and conversion to Christianity. [15]</i></p>
Level 4 (10-12 marks)	<p>Supported inference(s) (support from source) from <u>content</u> of <u>one</u> of B, C or D to explain why it is useful as evidence about the arrival of the Spanish in the Aztec Empire, e.g.</p> <ul style="list-style-type: none"> • <i>Source B is useful about the arrival of the Spanish because it shows us that the Aztecs thought in religious terms about this event. We can see this from the drawing where the Aztecs are shown pointing to the great fire and looking angry or alarmed. This shows they believed they had been warned about this event.</i> • <i>Source C is useful as evidence of why the Aztecs did not attack the Spanish when they arrived. It tells us that they welcomed him because they believed that Cortes was the son of Quetzalcoatl. This could help to understand why they did not destroy Cortes, even though they had the numbers and the resources.</i> • <i>Source C is useful because it reveals how the Spanish justified their conquest of the Aztec Empire decades afterwards. Moctezuma is presented as superstitious and eager to offer up his own kingdom to Cortes when the Spanish arrived: it says he was 'at the service' of Cortes because he believed he was the son of the god Quetzalcoatl. This source is trying to imply that the Aztecs needed Spanish rule and conversion to Christianity.</i> • <i>Interpretation D is useful as it suggests that the Spanish misrepresented the way the Aztecs reacted to the arrival of the Spanish. It suggests that, actually, they were not superstitious and provides evidence against the idea that Moctezuma welcomed Cortes because he thought he was a god. It explains that stories of omens did not begin to appear until the 1540s, suggesting they were made up as a 'deception'. It points out that the Aztecs were actually very practical people and would not have believed the Spaniards were gods.</i> <p>NOTE: Support from source must be linked to the inference.</p>
Level 3 (7-9 marks)	<p>Valid but unsupported inference(s) from content to explain why one or more of B, C, D are useful as evidence about the arrival of the Spanish, e.g.</p> <ul style="list-style-type: none"> • <i>Source B is useful because it shows us how the Aztecs understood the arrival of the Spanish in a supernatural or religious way.</i> • <i>Source C is useful as evidence about how the Spanish tried to justify their Conquest of the Aztec Empire by showing that Moctezuma welcomed Cortes.</i> • <i>Interpretation D is useful as it suggests that the Spanish misrepresented the way the Aztecs reacted to Cortes.</i>

	<p>Alternatively, uses specific contextual knowledge OR cross-reference between sources OR purpose of B/C to argue that one or more of B, C or D are useful or not useful because they are (un)reliable, e.g.</p> <ul style="list-style-type: none"> • <i>I think that Source C is useful because it is reliable. We know that there was an ancient Aztec prophecy that Quetzalcoatl had abandoned Mexico after the founding of Tenochtitlan but would one day return to reclaim his kingdom. Source C fits in with this and explains why Moctezuma welcomed Cortes.</i> • <i>I don't think that Source C is useful because I don't trust it. The Spanish are just trying to justify their actions in taking over the Aztecs' empire and converting the people to Christianity, so this is why the source presents Moctezuma as welcoming the arrival of Cortes as the son of a god.</i> • <i>Source C says that Moctezuma was overjoyed and welcomed Cortes as the son of Quetzalcoatl. I don't think this is very useful because it is contradicted by Source D, which says it was unlikely that the Aztecs mistook the Spanish for gods when they arrived.</i> <p>NOTE: 1 source = 7–8 marks; 2 or more sources = 8–9 marks</p>
<p>Level 2 (4-6 marks)</p>	<p>Uses surface features of extracts to argue source(s) are useful, e.g.</p> <ul style="list-style-type: none"> • <i>Source B is useful because it shows us that there was an omen which predicted the coming of the Spanish. (5)</i> • <i>Source C is useful because it tells us that the Aztecs believed Cortes was the son of the god Quetzalcoatl when the Spanish arrived. It says that Moctezuma was 'at his service' and said the kingdom was now Cortes'. (5)</i> • <i>Source C is useful because it says that Moctezuma was overjoyed and welcomed Cortes. Interpretation D is useful because says it was unlikely that the Aztecs mistook the Spanish for gods when they arrived. (6)</i> <p>NOTE: 1 source = 5 marks; 2 or more sources = 6 marks</p> <p>Alternatively, argues useful or not useful on the basis of undeveloped provenance, e.g.</p> <ul style="list-style-type: none"> • <i>Source C is not very useful. It was produced a long time after the fall of the Aztecs and the people that produced it could not have remembered exactly what happened and what was said by Moctezuma. (4)</i> • <i>B is an Aztec drawing so it's useful because it will give their perspective. (4)</i> <p>NOTE: undeveloped provenance – limit to 4 marks</p>
<p>Level 1 (1–3 marks)</p>	<p>Valid but general assertion(s) and/or comments on the sources which don't answer the question, e.g.</p> <ul style="list-style-type: none"> • <i>The sources are really useful because they tell us about different things. They come from different dates and are not all about Moctezuma and Cortes.</i> • <i>Source B tells us about an omen. D says that the Aztecs were not superstitious.</i> • <i>Source C was written by a friar who wanted to record what he had learned about the Aztec people.</i> • <i>Interpretation D says that the Aztecs could not have mistaken the Spaniards for gods.</i> <p>Alternatively, argues not useful because of what information the source(s) do not contain, e.g.</p> <p><i>Source B is not very useful. It is about a comet in the sky and does not tell us what happened when Moctezuma met Cortes. It does not tell us how he responded to him. I know that ...</i></p>
<p>0 marks</p>	

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Question 8* – 18 marks 'Craftworking was more important to the Aztecs than agriculture.' How far do you agree with this view?	
Levels 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	Notes and guidance specific to the question set
<p>Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). 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 both the importance craftworking and the importance of agriculture.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts importance and impact (reasons for importance of craftworking and agriculture and their impact on the Aztecs) and diversity (similarity/difference in the importance of craftworking and agriculture) but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing may include: craftworking provided objects for daily life as well as luxury items that represented the status of their owners; it helped produce food – building blocks and grinders for maize; craftworkers had status in Aztec society showing the importance of their work; it provided objects for religious ritual; the objects were traded which stimulated wealth and prosperity across the empire; also used as tribute.</i></p> <p><i>Grounds for disagreeing may include: agriculture was important in feeding the large population e.g. maize and beans, squashes, tomatoes, chillies; it also produced raw materials for daily life e.g. maguey cloth for ordinary people to wear, and cotton for clothes for nobles as well as padded armour bags and used as a form of currency; it was so important for food that intensive farming techniques were developed to feed everyone; also used as tribute.</i></p>
<p>Level 5 (13–15 marks) 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). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	
<p>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></p>	
<p>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). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
<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></p>	
<p>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></p>	
<p>0 marks No response or no response worthy of credit.</p>	

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Question 8* – 18 marks 'Craftworking was more important to the Aztecs than agriculture.' How far do you agree with this view?	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.</p> <p><i>I think it is very difficult to say that one was more important than the other. They were both essential for the Aztecs. The importance of agriculture is shown by the trouble the Aztecs took to produce good farming conditions through the use of gardens, irrigation, terracing and chinampas. These were all used to produce as much land as possible that was good for farming and to produce good soil for growing. This was very important because it enabled the Aztecs to feed their people with maize, beans, tomatoes and chillies.</i></p> <p>Agriculture was also important because it produced items other than food. Maguey and cotton were grown. Maguey was a cactus that could be used for making mats and cloth. It was particularly important because clothes made from it were worn by most of the ordinary Aztecs. Cotton was used to produce clothes for the nobles. So agriculture was important because it provided raw materials necessary for daily life.</p> <p><i>However, craftworking was also important because it created great wealth for the Aztecs. Craftworkers produced goods like expensive cloth and gold jewellery, as well as baskets and mats. These were traded all over the empire which helped spread prosperity, showing how vital craftworking was.</i></p> <p><i>Craftworking was also important because it produced many of the items people needed for their everyday lives such as pots, plates, cups for storing, cooking and eating food. So craftworking was not just necessary for trade or for luxury items for the wealth, but was also important for ordinary people in their domestic lives as well.</i></p> <p><i>Overall, I think their importance was very similar. They both provided essential items for all parts of Aztec society and often they worked together to produce the things the Aztecs needed. For example, agriculture produced cotton which was grown in the Empire, but the craftworkers used their skills to turn the cotton into the fine clothes that the nobles wanted. Another example is that agriculture produced the food needed but the craftworkers produced the grinding stones and pots for producing and storing the food.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.</p> <p><i>I think it is very difficult to say that one was more important than the other. They were both essential for the Aztecs. The importance of agriculture is shown by the trouble the Aztecs took to produce good farming conditions through the use of gardens, irrigation, terracing and chinampas. These were all used to produce as much land as possible that was good for farming and to produce good soil for growing. This was very important because it enabled the Aztecs to feed their people with maize, beans, tomatoes and chillies.</i></p> <p><i>Agriculture was also important because it produced items other than food. Maguey and cotton were grown. Maguey was a cactus that could be used for making mats and cloth. It was particularly important because clothes made from it were worn by most of the ordinary Aztecs. Cotton was used to produce clothes for the nobles. So agriculture was important because it provided raw materials necessary for daily life.</i></p> <p><i>However, craftworking was also important because it created great wealth for the Aztecs. Craftworkers produced goods like expensive cloth and gold jewellery, as well as baskets and mats. These were traded all over the empire which helped spread prosperity, showing how vital craftworking was.</i></p>
Level 4 (10-12 marks)	<p>One sided argument, two explained points of support (2–0), e.g.</p>

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	<p><i>I think agriculture was more important. This is shown by the trouble the Aztecs took to produce good farming conditions through the use of gardens, irrigation, terracing and chinampas. These were all used to produce as much land as possible that was good for farming and to produce good soil for growing. This was very important because it enabled the Aztecs to feed their people with maize, beans, tomatoes and chillies.</i></p> <p><i>Agriculture was also important because it produced items other than food. Maguey and cotton were grown. Maguey was a cactus that could be used for making mats and cloth. It was particularly important because clothes made from it were worn by most of the ordinary Aztecs. Cotton was used to produce clothes for the nobles. So agriculture was important because it provided raw materials necessary for daily life.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1-1), e.g. <i>I think it is very difficult to say that one was more important than the other. They were both essential for the Aztecs. The importance of agriculture is shown by the trouble the Aztecs took to produce good farming conditions through the use of gardens, irrigation, terracing and chinampas. These were all used to produce as much land as possible that was good for farming and to produce good soil for growing. This was very important because it enabled the Aztecs to feed their people with maize, beans, tomatoes and chillies.</i></p> <p><i>However, craftworking was also important because it created great wealth for the Aztecs. Craftworkers produced goods like expensive cloth and gold jewellery, as well as baskets and mats. These were traded all over the empire which helped spread prosperity, showing how vital craftworking was.</i></p>
Level 3 (7-9 marks)	<p>One sided argument; one explained point of support (1-0), e.g.</p> <p><i>I think agriculture was more important. This is shown by the trouble the Aztecs took to produce good farming conditions through the use of gardens, irrigation, terracing and chinampas. These were all used to produce as much land as possible that was good for farming and to produce good soil for growing. This was very important because it enabled the Aztecs to feed their people with maize, beans, tomatoes and chillies.</i></p>
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge without full explanation, e.g. <i>I disagree because agriculture produced their food and lots of other things like maguey that was used for clothing.</i></p> <p>Alternatively, description of relevant aspects of craftworking or agriculture without linking this to the question or without full explanation, e.g. <i>The Aztecs produced much pottery, mats, baskets and clothes. Otumba was an important craftworking centre where many of these things were made.</i></p> <p>1 identifications/ description = 4-5 marks 2 identifications/ descriptions = 5-6 marks 3 identifications/ descriptions = 6 marks</p>
Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g. <i>I agree because craftworking was so important to the Aztecs in many different aspects of their society.</i></p>
0 marks	

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Question 9* – 18 marks 'It was hopes of great wealth that led to the Spanish expansion into the Caribbean and central America.' How far do you agree with this view?	
Levels 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	Notes and guidance specific to the question set
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). 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>	<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 both evidence of support for hopes of great wealth as a reason and for other reasons.</i> <i>Answers are most likely to show understanding of the second order concepts of causation (reasons for Spanish expansion), and diversity (similarity/difference of reasons for individuals/governments) but reward appropriate understanding of any other second order concept.</i>
Level 5 (13–15 marks) 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). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<i>Grounds for agreeing may include: One of Columbus' and others' reasons for sailing west was to find gold and silver and other riches, the Spaniards forced the natives on the Caribbean islands to mine for gold and silver; the Spanish Crown backed the expeditions with the hope of great riches being found; once the Spaniards started to explore central America they heard of stories of an empire with great riches further inland and this led to Cortes' expedition; Cortes' soldiers were often poor people who relied entirely on finding riches on the expedition; the magnificent gifts sent by Moctezuma spurred Cortes on with hopes of greater riches; Cortes wins the argument to continue the expedition with his argument about greater riches to be found; members of the minor nobility often led expeditions because they had status but not the wealth to go with it; because of new farming practices in Castile many Castilians faced poverty and hunger and needed to find riches.</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>	
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). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
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>	<i>Grounds for disagreeing may include: Spain had only recently become a unified country and this created a desire in Spain to make the country great; Columbus' contract with the Spanish Crown was to find a sea route to India and China; the Pope granted Spain all non-Christian lands Columbus discovered as long as the inhabitants were converted to Christianity (Spanish actions later show a desire to spread Christianity); the Spanish Crown supported the expeditions to increase the power of Spain through the establishment of colonies; many of the men involved were looking for adventure, many of the men involved were looking for status by helping the Spanish Crown establish new lands; some wanted to escape the hierarchy of Spanish society and the control of the Spanish bureaucracy, they wanted more freedom.</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.	

Question 9* – 18 marks 'It was hopes of great wealth that led to Spanish expansion into the Caribbean and central America.' How far do you agree with this view?	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.</p> <p><i>There is much evidence against this statement. There were many reasons for the Spanish expansion. One of the most important was national greatness. Spain was a new country with Castile and Aragon being united through the marriage of Isabella and Ferdinand. This created great hopes for the new country and exploring to find new lands was one way to make the country great. In the first decades of the 1500s, 200 Spanish ships sailed westwards to make Spain great by founding new colonies. So the expeditions were a kind of national adventure.</i></p> <p><i>Another important reason for the expansion was religion. Spain was a fervent Catholic country and was keen to spread Catholicism. Spain had only just managed to eject Islamic rule from parts of Spain and religious enthusiasm was therefore strong. The Pope issued a decree saying that Spain had a right to all non-Christian lands and trade in the New World. All that Spain had to do was to convert the local people to Christianity. Religious conversion therefore became a big motive for Spain.</i></p> <p><i>Finally, some of the Spanish soldiers were farmers who had fallen on hard times in Spain and had little to keep them in the country. They faced poverty and hunger in Spain because farming was being replaced by the raising of animals which did not need so much labour. They, therefore, became out of work with nothing to support them and were driven by escaping poverty rather than finding 'great wealth' specifically.</i></p> <p><i>On the other hand, seeking wealth was one of their motives. When the Spaniards reached the mainland of America they began to hear stories of a great empire of enormous wealth further to the west. This is why Velazquez and Cortes organised the expedition that led Cortes to the Aztecs. One of Velazquez's orders to Cortes was to discover what riches there were further inland and west. When Cortes began to make contact with parts of the Aztec Empire he was brought gifts of gold and jewels. This promise of great wealth encouraged him to keep going to find the Aztecs.</i></p> <p><i>Overall, I think that the statement that the Spanish expansion was simply due to hopes of great wealth is too simple. There were other motives like religion, and the time was right for Spain to begin to expand. It had just become united into one country and was ready to become a great country by expanding. People are always after wealth, but the unification of Spain and its defeat of Islam, help explain why the expansion took place at this time.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.</p> <p><i>Actually, one important reason for the expansion was religion. Spain was a fervent Catholic country and was keen to spread Catholicism. Spain had only just managed to eject Islamic rule from parts of Spain and religious enthusiasm was therefore strong. The Pope issued a decree saying that Spain had a right to all non-Christian lands and trade in the New World. All that Spain had to do was to convert the local people to Christianity. Religious conversion therefore became a big motive for Spain.</i></p> <p><i>Also, some of the Spanish soldiers were farmers who had fallen on hard times in Spain and had little to keep them in the country. They faced poverty and hunger in Spain because farming was being replaced by the raising of animals which did not need so much labour. They, therefore, became out of work with nothing to support them and were driven by escaping poverty rather than finding 'great wealth' specifically.</i></p> <p><i>On the other hand, seeking wealth was one of their motives. When the Spaniards reached the mainland of America they began to hear stories of a great empire of enormous wealth further to the west. This is why Velazquez and Cortes organised the expedition that led Cortes to the Aztecs. One of Velazquez's orders to Cortes was to discover what riches there were further inland and west. When Cortes began to make contact with parts of the Aztec Empire he was brought gifts of gold and jewels. This promise of great wealth encouraged him to keep going to find the Aztecs.</i></p>

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<p>Level 4 (10-12 marks)</p>	<p>One sided argument, two explained points of support (2–0), e.g. <i>Actually, one important reason for the expansion was religion. Spain was a fervent Catholic country and was keen to spread Catholicism. Spain had only just managed to eject Islamic rule from parts of Spain and religious enthusiasm was therefore strong. The Pope issued a decree saying that Spain had a right to all non-Christian lands and trade in the New World. All that Spain had to do was to convert the local people to Christianity. Religious conversion therefore became a big motive for Spain.</i></p> <p><i>Also, some of the Spanish soldiers were farmers who had fallen on hard times in Spain and had little to keep them in the country. They faced poverty and hunger in Spain because farming was being replaced by the raising of animals which did not need so much labour. They, therefore, became out of work with nothing to support them and were driven by escaping poverty rather than finding 'great wealth' specifically.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1–1), e.g. <i>Actually, one important reason for the expansion was religion. Spain was a fervent Catholic country and was keen to spread Catholicism. Spain had only just managed to eject Islamic rule from parts of Spain and religious enthusiasm was therefore strong. The Pope issued a decree saying that Spain had a right to all non-Christian lands and trade in the New World. All that Spain had to do was to convert the local people to Christianity. Religious conversion therefore became a big motive for Spain.</i></p> <p><i>On the other hand, seeking wealth was one of their motives. When the Spaniards reached the mainland of America they began to hear stories of a great empire of enormous wealth further to the west. This is why Velazquez and Cortes organised the expedition that led Cortes to the Aztecs. One of Velazquez's orders to Cortes was to discover what riches there were further inland and west. When Cortes began to make contact with parts of the Aztec Empire he was brought gifts of gold and jewels. This promise of great wealth encouraged him to keep going to find the Aztecs.</i></p>
<p>Level 3 (7-9 marks)</p>	<p>One sided argument; one explained point of support (1–0), e.g. <i>I agree with this. The Spaniards did explore and expand because they wanted wealth. When the Spaniards reached the mainland of America they began to hear stories of a great empire of enormous wealth further to the west. This is why Velazquez and Cortes organised the expedition that led Cortes to the Aztecs. One of Velazquez's orders to Cortes was to discover what riches there were further inland and west. When Cortes began to make contact with parts of the Aztec Empire he was brought gifts of gold and jewels. This promise of great wealth encouraged him to keep going to find the Aztecs.</i></p>
<p>Level 2 (4-6 marks)</p>	<p>Identification of reason(s) to support/challenge without full explanation, e.g. <i>No, I don't agree because this expansion was driven by religion and a desire for adventure.'</i></p> <p>Alternatively, description of Spanish expansion/ relevant events without linking this to the question or without full explanation, e.g. <i>In 1492 Columbus sailed west and reached the Bahamas. He returned and began to explore the islands of the Caribbean.</i></p> <p>1 identifications/ description = 4–5 marks 2 identifications/ descriptions = 5–6 marks 3 identifications/ descriptions = 6 marks</p>
<p>Level 1 (1-3 marks)</p>	<p>Valid but general assertion(s), e.g. <i>Yes, they were hoping to make themselves rich.</i></p>
<p>0 marks</p>	

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