

GCSE (9-1)

History B Schools History Project

J411/38: The Making of America, 1789-1900 with Aztecs and the Spanish Conquest, 1519-1535

General Certificate of Secondary Education

Mark Scheme for June 2024

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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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J411/38

Mark Scheme

June 2024

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/PEs 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

J411/38

Mark Scheme

June 2024

11. Annotations

Stamp	Ref No.	Annotation Name	Description
	311	Tick 1	Level 1
	321	Tick 2	Level 2
	331	Tick 3	Level 3
	341	Tick 4	Level 4
	441	Tick 5	Level 5
	3261	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 the response which is rewardable (at one of the levels on the MS)
	11	Tick	Tick

J411/38

Mark Scheme

June 2024

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.

J411/38

Mark Scheme

June 2024

Mark Scheme

Section A: The Making of America, 1789–1900

Question 1 – 3 marks a) Identify one way in which the Lakota Sioux used the buffalo. b) Name a new technology or development that helped Homesteaders survive on the Plains after 1861. c) Identify one way in which African Americans tried to improve their lives between 1877 and 1900.	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	For 1(a), likely valid responses include: food; blood provided liquid nutrition; meat to survive the long winter; a home (tipi) made of its hides; clothing made of skin and fur; dung for burning to provide heat; gut and bladder to provide bags, cooking pots and buckets and hair for headdresses and pillows. For 1(b), likely valid responses include: mass-produced metal windmills like the Eclipse (1860s) to draw water from wells (wind pumps); barbed wire (1874) to fence the land; Turkey Red Wheat – a hardy wheat from Russia which could withstand the frost; introduction of dry farming- ploughing the land after rain to keep in the moisture; railroads; improved ploughs; drills. For 1(c) likely valid responses include: migration to Northern cities to escape sharecropping and poverty in the South; civil rights campaigns led in and after the 1890s by Frederick Douglass and Ida Wells; moving West to set up their own communities (especially Exodusters); gaining an education and paid work through Booker T Washington's and other schools; accessing higher education; joining/ setting up Black Churches; the National Negro Business League; engaging with Black literature. NOTE: Do not accept overly-generic answers (e.g. <i>Tried to get jobs; learning to read/write</i>) OR <i>The Freedman's Bureau</i>. Any other historically valid response is acceptable and should be credited.
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	

J411/38

Mark Scheme

June 2024

Question 2 – 9 marks Write a clear and organised summary that analyses the American Civil War. Support your summary with examples.	
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	Notes and guidance specific to the question set
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).	<i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i> <i>Answers could consider aspects of one or more of the following:</i> Causation (causes of the war), e.g. divisions over slavery; economic issues, states' rights; Kansas-Nebraska Act; election of Lincoln, etc. <i>NOTE: Do not allow Missouri Compromise as a cause of war.</i> Change, e.g. African-American position/ experience in Limited War phase (continuation of slavery in South / African Americans in Union army carrying out menial roles and not allowed to fight) compared to the 'total war' phase (e.g. 1862, Congress passed the Second Confiscation Act which had a huge impact in areas like the Sea Islands; black regiments set up in the Union army and equal pay introduced 1864). Diversity (of experience), e.g. differences between African American experiences in North and South; different experiences in the Union army (e.g. between African-American and white soldiers). Impact of the War: creation of Black Codes, debates over treatment of Confederacy Leadership and lands; Freedman's Bureau; Reconstruction; Civil Rights bill/ Reconstruction bills, weakening of Reconstruction after 1870. <i>Answers may show understanding of second order concepts such as cause and consequences; continuity and change.</i> <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> <i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>
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).	
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).	
0 marks No response or no response worthy of credit.	

J411/38

Mark Scheme

June 2024

Question 2–9 marks	
Write a clear and organised summary that analyses the American Civil War. Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	Summary based on second order concept(s) with two or more valid supporting examples, e.g. [Causation] <i>The civil war in the USA was mainly caused by divisions over slavery between the North and the South. For example, in 1857, the Supreme Court ruled in the Dred Scott case that enslaved people could not be made free just by living in free territories. This essentially meant slavery could never be completely got rid of, strengthening the Northern opposition to slavery and destroying any more possibility of compromise.</i> <i>In 1860, Lincoln was elected as President after promoting himself as the enemy of the wealthy slave owners. Leaders in the South felt threatened and were sure he would end slavery. Southern states began to ‘secede’ from the union. Lincoln said this was illegal and war broke out when confederate soldiers fired on Union soldiers. [9]</i> [Change] <i>At the beginning of the war in 1861, many African Americans in the North volunteered for the Union army, but they were rejected because Lincoln was worried that the border states might change sides if he allowed African Americans in the Union army. However, in autumn 1862, the first black regiment was formed from freed slaves. Initially, African American soldiers were paid much less; however, equal pay was introduced in 1864. [THRESHOLD – 7 MARKS]</i>
Level 2 (4–6 marks)	Summary based on a second order concept with one valid supporting example, e.g. [Consequence] <i>The civil war led to major change in the USA. In 1863, slaves were declared free by Abraham Lincoln’s Emancipation Proclamation, and when the North won the war in 1865, the constitution was amended to reflect this. [THRESHOLD – 4 MARKS]</i> [Consequence] <i>The war had a huge impact on the South. Over 750,000 Americans were killed, and the death rate was three times higher in the South than the North. This had a major social and psychological impact on the South, which had lost so many men and had still lost the war. Resentment of the North strengthened and led to huge resistance against Reconstruction in the South. [6]</i>
Level 1 (1–3 marks)	Lists/descriptions of war /related events with no clear organising concept, e.g. <i>The civil war lasted for four years and the North won. It allowed ex-slaves and freed black men to join its army. At the end of the war the South was defeated and surrendered, but many people there were very resentful. Slaves had been freed and it had the humiliation of failure to deal with. The North’s desire to work with the South after the war encouraged the South to introduce the ‘Black Codes’ to limit the freedom of ex-slaves. [3]</i> OR Statement(s) based on second order concept with no valid specific examples or development, e.g. <i>The civil war broke out mainly because of divisions between the North and South over slavery. [1]</i> <i>The civil war ended slavery. [1]</i>
0 marks	

J411/38

Mark Scheme

June 2024

Question 3 – 10 marks	
What was the impact of the growth of big business and/or cities during the period 1877-1900? Explain your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks	Notes and guidance specific to the question set <i>Explanations will show understanding of the second order concepts of cause and consequence.</i>
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).	<i>Explanations could consider:</i>
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).	Big business: • <i>Environmental impact of railroads, mining and farming (e.g. deforestation; toxic chemicals in water supply)</i> • <i>Impact of growth of corporations on trade unions and workers/ wages/ rights</i> • <i>Increase in number of strikes and industrial disputes</i> • <i>Job creation</i> • <i>Economic growth</i> • <i>Creation of fortunes for individuals/ owners like Carnegie</i> • <i>Migration to cities (e.g. Bonanza farms and ranches put lots of small farms out of business many moved to cities)</i> • <i>Bonanza farms used up the limited supplies of western water forcing more Native Americans onto reservations.</i>
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).	NOTES: • Accept negative impact on environment/ Native Americans as a consequence of growth of railroads. • Do not accept migration to the Plains as a consequence of growth of railroads for this period.
Level 2 (3–4 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
Level 1 (1–2 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	
0 marks No response or no response worthy of credit.	Cities: • <i>positive impact on freedoms, education and social lives (e.g. theatres, parks, school, newspapers, political meetings)</i> • <i>positive impact on economy (e.g. skyscrapers created demand for iron, steel, coal and copper/silver for cables, which in turn created jobs)</i> • <i>negative impact on living conditions (e.g. poorly designed tenement buildings, overcrowding, poor sanitation and high death rates among infants).</i> • <i>Migration (e.g. from Europe)</i>

J411/38

Mark Scheme

June 2024

Question 3–10 marks	
What was the impact of the growth of big business and/or cities during the period 1877–1900? Explain your answer.	
Guidance and indicative content	
Level 5 (9–10 marks)	Two or more impacts identified and explained, e.g. <i>Between 1877 and 1900, corporations grew and these were much bigger than traditional family businesses, and run by shareholders. This affected workers, who now had less power against these huge corporations. Their strikes were defeated, sometimes violently, such as the strike at Pullmans in 1893, where 26 workers were shot and others put on a black list. So the growth of business had a negative impact on workers, who now had fewer industrial rights.</i> <i>The growth of cities could be seen to have a positive impact on some people's lives in terms of education and entertainment. For example, numerous theatres opened, and public parks could be accessed and enjoyed by all social classes. Access to information increased with a choice of dozens of newspapers and political rallies. This meant women started to campaign for the right to vote. So the growth of cities enhanced people's social and political lives. (10)</i>
Level 4 (7–8 marks)	One impact identified and explained, e.g. <i>The growth of business had a negative impact on the environment. For example, the huge mining operations to extract minerals in the West caused damage because huge forests were cut down to make mine shafts and toxic chemicals leaked into the water supply. (THRESHOLD- 7 marks)</i> Explained points must: • identify a valid claim/ argument which is clearly directed at the question • offer specific evidence to support the argument
Level 3 (5–6 marks)	Identification of valid, specific impact(s) which don't meet criteria for an explained point, e.g. • <i>The growth of big business meant that workers in big corporations had less power. (5)</i> • <i>The growth of cities/ big business led to people from Europe migrating to the USA. (5)</i> • <i>The growth of cities like Chicago created demand for iron, steel and coal. (5)</i> • <i>The growth of the mining industries led to more people dying in accidents (5) or getting illnesses like lung disease. (6)</i> • <i>The growth of Bonanza farms and ranches forced small-scale farmers to move to the cities. (5)</i> • <i>The growth of farming and ranching meant even more Native Americans were forced into reservations. (5)</i> NOTE: One L3 = 5–6 marks Two L3s = 6 marks
Level 2 (3–4 marks)	Describes the growth of big business and/or cities, or related events without using this to address the question, e.g. • <i>In this period, huge corporations (3) like the Carnegie Steel Company were created. (4)</i> • <i>Cities like Chicago grew quickly. (3) Skyscrapers were built and many new migrants lived in overcrowded apartments. (4)</i> • <i>The tobacco industry grew significantly in this period (3).</i>
Level 1 (1–2 marks)	Valid but general assertion(s), e.g. • <i>More jobs were created</i> • <i>There was migration / People moved to cities / urbanisation.</i> • <i>There was environmental impact.</i> • <i>Cities became overcrowded and dirty.</i> • <i>The growth of cities helped the economy to grow.</i>

J411/38

Mark Scheme

June 2024

Question 4* – 18 marks 'The main reason the USA expanded between 1789 and 1838 was because land was taken from Native American tribes in wars'. How far do you agree? 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 <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 both reasons to support and reasons to challenge the statement.</i> <i>Answers are most likely to show understanding of the second order concepts of cause and consequence, change and continuity but reward appropriate understanding of any other second order concept.</i> Grounds for agreeing include: Expansion because land was taken in wars: - The Northwest and Southwest Territory ceded by the British after losing the War of Independence were then settled and fought over, first by American settlers and then by the US government (Native Americans defeated at the Battle of Fallen Timbers. A year later, Native American leaders agreed to Treaty of Greenville). - Seminoles were defeated three times to force them to accept loss of lands in Southwest territory. - Creeks lost land in Southwest territory through war. Grounds for disagreeing include: Indian Removal Act moved Choctaws and Chickasaws moved westwards on the whole peacefully. Cherokee forcibly moved (Trail of Tears). Land was purchased from the French – Louisiana Purchase. Land was won from Mexico and Spain by warfare – Texas from Mexico in 1836; Florida from Spain in 1819. Other reasons for expansion, e.g. expansion of slavery/ cotton industry; role of Jefferson and belief in democracy / role of farmers/ 'frontiersmen'; land speculation; Lewis and Clarke. NOTES: 'Expansion' can mean gaining new territory or consolidating territory (through people moving onto it). Do not accept 'Manifest Destiny' as a reason for this period.
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>	
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>	
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 the 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>	
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.	

J411/38

Mark Scheme

June 2024

Question 4* – 18 marks	
‘The main reason the USA expanded between 1789 and 1838 was because land was taken from Native American tribes in wars’. How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	Balanced argument; two valid explained points on each side (or three on one side and one on the other). (2-2 or 3-1) Clinching argument = 18 marks , e.g. <i>To a great extent this is true. When the British were defeated in the War of Independence, they handed over 230 million acres of Native American lands to the new USA. President Washington spent huge sums of money on a war against the Native Americans and in 1794, the Native Americans were defeated at the Battle of Fallen Timbers. By 1837, Native American lands had become new states in the Union. For example, Ohio, Michigan, Illinois and Indiana were all formed out of the Northwestern lands, thereby expanding the USA.</i> <i>Furthermore, in 1830 President Jackson ensured that land in the new states of Florida, Mississippi and Alabama were opened up for further white settlement by passing the Indian Removal Act. This set aside an Indian Territory for Native Americans from the East, but many Native American tribes, or parts of tribes, like the Seminole resisted and had to be forced to agree through war. By 1838, over 46,000 Native American had been forced to leave their lands, leaving behind 25 million acres of land to be opened up to white settlement and further US expansion.</i> <i>On the other hand, there were other reasons the USA expanded. One of the main ones was that land was acquired from the French. For example, in 1803, while negotiating for the port of New Orleans, the French offered to sell the whole of the Mid West to the USA. This was known as the Louisiana Purchase. The price was incredibly low at only \$15 million for 530 million acres of land. This expanded the US by adding on states such as Louisiana in 1812 and Arkansas in 1836.</i> <i>Furthermore, it could be argued that the cotton industry was a reason for American expansion. As soon as the decision was made in 1788 that slavery would be allowed in the south western states, new cotton plantations were opened up in the ‘Deep South’. These were the lands to the west of Georgia. Slave traders made great profits. They bought slaves in old slave states and marched them to the Deep South, driving expansion southwards.</i> <i>Overall, the statement is too simple as these reasons are linked together. Probably the most important in terms of physical area was the gain of the Louisiana Colony by purchase in 1803. However, what enabled the successful settlement and creation of states was taking land from the Native Americans. Meanwhile, the desire to expand slavery and cotton was a huge motivation for expansion, and therefore the decision to forcibly remove the Native Americans and purchase Louisiana.</i>
Level 5 (13-15 marks)	Balanced argument; three valid explained points (i.e. two on one side and one on the other), (2-1) e.g. <i>To a great extent this is true. When the British were defeated in the War of Independence, they handed over 230 million acres of Native American lands to the new USA. President Washington spent huge sums of money on a war against the Native Americans and in 1794, the Indians were defeated at the Battle of Fallen Timbers. By 1837, Native American lands had become new states in the Union. For example, Ohio, Michigan, Illinois and Indiana were all formed out of the Northwestern lands, thereby expanding the USA.</i> <i>On the other hand, there were other reasons the USA expanded. One of the main ones was that land was acquired from the French. For example, in 1803, while negotiating for the port of New Orleans, the French offered to sell the whole of the Mid West to the USA. This was known as the Louisiana Purchase. The price was incredibly low at only \$15 million for 530 million acres of land. This expanded the US by adding on states such as Louisiana in 1812 and Arkansas in 1836.</i> <i>Furthermore, it could be argued that the cotton industry was a reason for American expansion. As soon as the decision was made in 1788 that slavery would be allowed in the south western states, new cotton plantations were opened up in the ‘Deep South’. These were the lands to the west of Georgia. Slave traders made great profits. They bought slaves in old slave states and marched them to the Deep South, driving expansion southwards.</i>

J411/38

Mark Scheme

June 2024

Level 4 (10-12 marks)	One sided argument; two explained points of support, (2-0) e.g. <i>To a great extent this is true. When the British were defeated in the War of Independence, they handed over 230 million acres of Native American lands to the new USA. President Washington spent huge sums of money on a war against the Indians and in 1794, the Indians were defeated at the Battle of Fallen Timbers. By 1837, Native American lands had become new states in the Union. For example, Ohio, Michigan, Illinois and Indiana were all formed out of the Northwestern lands, thereby expanding the USA.</i> <i>Furthermore, in 1830 President Jackson ensured that land in the new states of Florida, Mississippi and Alabama were opened up for further white settlement by passing the Indian Removal Act. This set aside an Indian Territory for Native Americans from the East, but many Native American tribes, or parts of tribes, like the Seminole resisted and had to be forced to agree through war. By 1838, over 46,000 Native Americans had been forced to leave their lands, leaving behind 25 million acres of land to be opened up to white settlement and further US expansion.</i> Alternatively, a balanced argument: one explained point on each side, (1-1) e.g. <i>To a great extent this is true. When the British were defeated in the War of Independence, they handed over 230 million acres of Indian lands to the new USA. President Washington spent huge sums of money on a war against the Native Americans and in 1794, the Native Americans were defeated at the Battle of Fallen Timbers. By 1837, Native American lands had become new states in the Union. For example, Ohio, Michigan, Illinois and Indiana were all formed out of the Northwestern lands, thereby expanding the USA.</i> <i>On the other hand, there were other reasons the USA expanded. One of the main ones was that land was acquired from the French. For example, in 1803, while negotiating for the port of New Orleans, the French offered to sell the whole of the Mid West to the USA. This was known as the Louisiana Purchase. The price was incredibly low at only \$15 million for 530 million acres of land. This expanded the US by adding on states such as Louisiana in 1812 and Arkansas in 1836.</i>
Level 3 (7-9 marks)	One sided argument, one explained point of support, (1-0) e.g. <i>To a great extent this is true. When the British were defeated in the War of Independence, they handed over 230 million acres of Native American lands to the new USA. President Washington spent huge sums of money on a war against the Native Americans and in 1794, the Native Americans were defeated at the Battle of Fallen Timbers. By 1837, Native American lands had become new states in the Union. For example, Ohio, Michigan, Illinois and Indiana were all formed out of the Northwestern lands, thereby expanding the USA.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question (i.e. identification of land/ areas where US expanded to)
Level 2 (4-6 marks)	Identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g. • Yes, I agree because the Northwest and Southwest territories came from defeating the Native American tribes. (4) • Yes I agree because the Indian Removal Act was resisted by many Seminole and Cherokee. (4) • No, I disagree because land was purchased from France. (4) The US paid the French \$15 million for 530 million acres of land. (5) 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, description of relevant events 1789–1838, e.g. <i>The USA won a war of Independence from Britain and so the 13 colonies could do what they wanted. (4) They wanted to expand to be stronger and control the Native Americans who were seen by settlers as a threat. (5)</i>
Level 1 (1-3 marks)	Valid but general assertion(s), e.g. • Yes, they expanded through war with the tribes. • No, they also expanded through buying land and signing treaties.

J411/38

Mark Scheme

June 2024

Question 5* – 18 marks	
'Between 1861 and 1877, Native Americans of the Plains had no success in challenging the US government and white settlement'. How far do you agree? 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 <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 both reasons to support and reasons to challenge the statement</i> <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>
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>	Grounds for agreeing include: Little Crow's War (the Minnesota War) • Little Crow was never able to gather enough warriors to defeat the US army. • The US Government then sent a huge force to the region and Little Crow was forced to flee. The majority of his warriors (around 2000) eventually surrendered in October 1862. • Between 300 and 400 warriors were put on trial and were sentenced to death. • President Lincoln intervened and eventually 38 were hanged. • Little Crow's people were moved on to Crow Creek reservation, which was even worse land than they had before. Many starved. • Little Crow was found, shot, and scalped in July 1863 by a settler. He was rewarded \$500.
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>	The Sand Creek Massacre • Not all of the Arapaho and Cheyenne accepted the Fort Wise Treaty. • The Dog Soldiers began attacking miners and settlers heading to the gold mines. • Eventually resulted in the Sand Creek massacre after attacks on settlers in 1864; Great Sioux War. 105 women and children, and 28 men were murdered. • Despite further attacks from the Dog Soldiers, eventually the Cheyenne and Arapaho were forced onto a smaller reservation in Oklahoma.
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>	Great Sioux War (Black Hills War) • In the long term, the defeat at Little Bighorn hardened attitudes. • The US Government mobilised 2500 troops and weapons. The army hunted the different tribes down. • In May 1877, Crazy Horse arrived at a reservation. He was killed in 1877. • Sitting Bull and his followers escaped across the border to Canada, but he surrendered in 1881. • The Lakota and Cheyenne were banned from leaving their reservations. The Lakota were forced to give up the Black Hills. They were banned from carrying weapons and the US army built more forts in the Great Sioux Reservation and kept close watch on them. It was effectively a military occupation.
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of the 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	Evidence of lack of success in challenging settlement, e.g. impact of construction of railroads, impact of cattle ranches, impact of Homesteaders

J411/38

Mark Scheme

June 2024

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>	Grounds for disagreeing include: Sand Creek Massacre - Some short-term success when government apologised for Sand Creek and promised compensation. They promised a large reservation area in Arkansas and 30 years of annuities. Red Cloud's War (Bozeman War/ Power River War) - When Red Cloud discovered that the US army was already building forts along the Bozeman Trail, he stepped up his attacks. - He was joined by other Lakota war bands led by Crazy Horse and Sitting Bull. Some Cheyenne and Arapaho bands also joined him and he managed to gather around 3,000 warriors. - By the end of 1866, Red Cloud and his allies had effectively closed the Bozeman Trail. - In one incident, the Fetterman Trap, the US army suffered its worst defeat in the West. In December 1866, Captain William Fetterman's troop of 80 soldiers were all killed and their bodies mutilated. Great Sioux War (Black Hills War) - Victory at Battle of Little Bighorn (Greasy Grass). - Custer's troops were massively outnumbered. He had around 700 troops against the Native American's estimated strength of between 1500 and 2500. - The Battle of the Little Bighorn was a total disaster for the US army. Custer was killed along with around 260 of his men.
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	

J411/38

Mark Scheme

June 2024

Question 5* – 18 marks	
‘Between 1861 and 1877, Native Americans of the Plains had no success in challenging the US government and white settlement’. How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	Balanced argument; two valid explained points on each side (or three on one side and one on the other). (2-2 or 3-1) Clinching argument = 18 marks , e.g. <i>In some ways this is true. When Little Crow and the Santee Sioux challenged the government, they had no success. In 1862, in protest at the lack of provision on their reservation, they killed over 500 American settlers. The US government dealt with them severely, crushing the attackers, and killing Little Crow. Hundreds were imprisoned and 38 were publicly hanged. So they did not succeed in their challenge and actually lost even more land, being forced to move to a reservation hundreds of miles away.</i> <i>However, it could be argued that Red Cloud’s War was a success. Red Cloud and his followers attacked travellers along the Bozeman Trail in response to its siting in prime Lakota hunting grounds. This broke the Fort Laramie Treaty of 1851. Red Cloud’s successful attacks on US army forts eventually forced the government to give in and agree a new treaty, agreeing more land and protection. This was a great humiliation for the government.</i> <i>Furthermore, initially the Great Sioux War was a success for the tribes, especially at Little Big Horn. When Sitting Bull refused to agree to the government’s terms about the Black Hills in 1875, he and Crazy Horse went on the run by disobeying government orders to return to their reservation fort. For months they were successful. They wiped out an army camp on the Rosebud river, defeated General Crook forcing his retreat and went on to defeat Custer at the Battle of the Little Big Horn.</i> <i>Nevertheless, the Great Sioux War was a failure in the long-term for Native Americans. Sitting Bull and his men were hounded throughout the winter of 1876, especially after they defeated Custer at Little Bighorn. The US army kept them on the run and stopped all rations to reservations so they slowly starved and could be picked off. By 1877 they surrendered, some fled to Canada and the US government seized the Black Hills and another 40 million acres of land from them.</i> <i>Overall, it cannot be denied that the native Americans of the Plains had some success in challenging the US government, especially Red Cloud in the 1860s, and Sitting Bull in 1876. However, that success was short-lived, and inevitably the might and resources of the US government won out. On both occasions their success only hardened the resolve of the US government and enflamed tensions, ensuring that ultimately they would fail in the long term to defeat the government.</i>
Level 5 (13-15 marks)	Balanced argument; three valid explained points (i.e. two on one side and one on the other), (2-1) e.g. <i>In some ways this is true. When Little Crow and the Santee Sioux challenged the government, they had no success. In 1862, in protest at the lack of provision on their reservation, they killed over 500 American settlers. The US government dealt with them severely, crushing the attackers, and killing Little Crow. Hundreds were imprisoned and 38 were publicly hanged. So they did not succeed in their challenge and actually lost even more land, being forced to move to a reservation hundreds of miles away.</i> <i>However, it could be argued that Red Cloud’s War was a success. Red Cloud and his followers attacked travellers along the Bozeman Trail in response to its siting in prime Lakota hunting grounds. This broke the Fort Laramie Treaty of 1851. Red Cloud’s successful attacks on US army forts eventually forced the government to give in and agree a new treaty, agreeing more land and protection. This was a great humiliation for the government.</i> <i>Furthermore, initially the Great Sioux War was a success for the tribes, especially at Little Big Horn. When Sitting Bull refused to agree to the government’s terms about the Black Hills in 1875, he and Crazy Horse went on the run by disobeying government orders to return to their reservation fort. For months they were successful. They wiped out an army camp on the Rosebud river, defeated General Crook forcing his retreat and went on to defeat Custer at the Battle of the Little Big Horn.</i>

J411/38

Mark Scheme

June 2024

Level 4 (10-12 marks)	One sided argument; two explained points of support, (2-0) e.g. <i>It could be argued that Red Cloud's War was a success. Red Cloud and his followers attacked travellers along the Bozeman Trail in response to its siting in prime Lakota hunting grounds. This broke the Fort Laramie Treaty of 1851. Red Cloud's successful attacks on US army forts eventually forced the government to give in and agree a new treaty, agreeing more land and protection. This was a great humiliation for the government.</i> <i>Furthermore, initially the Great Sioux War was a success for the tribes, especially at Little Big Horn. When Sitting Bull refused to agree to the government's terms about the Black Hills in 1875, he and Crazy Horse went on the run by disobeying government orders to return to their reservation fort. For months they were successful. They wiped out an army camp on the Rosebud river, defeated General Crook forcing his retreat and went on to defeat Custer at the Battle of the Little Big Horn.</i> Alternatively, a balanced argument: one explained point on each side, (1-1) e.g. <i>In some ways this is true. When Little Crow and the Santee Sioux challenged the government, they had no success. In 1862, in protest at the lack of provision on their reservation, they killed over 500 American settlers. The US government dealt with them severely, crushing the attackers, and killing Little Crow. Hundreds were imprisoned and 38 were publicly hanged. So they did not succeed in their challenge and actually lost even more land, being forced to move to a reservation hundreds of miles away.</i> <i>However, it could be argued that Red Cloud's War was a success. Red Cloud and his followers attacked travellers along the Bozeman Trail in response to its siting in prime Lakota hunting grounds. This broke the Fort Laramie Treaty of 1851. Red Cloud's successful attacks on US army forts eventually forced the government to give in and agree a new treaty, agreeing more land and protection. This was a great humiliation for the government.</i>
Level 3 (7-9 marks)	One sided argument, one explained point of support, (1-0) e.g. <i>This is true. When Little Crow and the Santee Sioux challenged the government, they had no success. In 1862, in protest at the lack of provision on their reservation, they killed over 500 American settlers. The US government dealt with them severely, crushing the attackers, and killing Little Crow. Hundreds were imprisoned and 38 were publicly hanged. So they did not succeed in their challenge and actually lost even more land, being forced to move to a reservation hundreds of miles away.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	Identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g. • <i>No, I disagree because Red Cloud forced the US government to agree a new treaty at Fort Laramie. (4)</i> • <i>No, I disagree because Crazy Horse and Sitting Bull defeated Custer at the Battle of the Little Bighorn. (4)</i> • <i>Yes, I agree because the Santee Sioux were decimated in Little Crow's War. (4) Many were imprisoned or hanged. (5)</i> 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, description of relevant events 1861–77, e.g. • <i>In Little Crow's War, he was killed and scalped and his men put on trial. (4) In the Great Sioux War Sitting Bull had to escape to Canada or be killed, and his tribe had to accept massively less land. (5)</i> • <i>In this period, there were boarding schools for Plains Indian children. (4) There was very strict discipline and severe punishments. (5) Parents were forced to send their children there, otherwise they would have their supplies stopped. (6)</i>
Level 1 (1-3 marks)	Valid but general assertion(s), e.g. • <i>I agree. By 1877, the Native Americans had suffered several defeats.</i>

J411/38

Mark Scheme

June 2024

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

Question 6 – 7 Marks What can Source A tell us about the Aztecs? Use the source and your own knowledge to support your answer.	
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 level 1, AO3 carries greater weight in level 2 and greater weight again in level 3.	Notes and guidance specific to the question set
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).	<i>Valid features that answers could identify include:</i> • <i>Surface features (L1) – They had feasts and sacrifices and ate human flesh; their warriors met at the 'House of Eagles'; they had nobles, warriors, shield bearers and lower officials; the common people were not allowed in the palace.</i> • <i>Inferences from the source (L2 and L3): The sun was important in their belief system; the Aztecs were respected, even feared, by surrounding states; part of the purpose of the ceremony was to demonstrate their power over other states and send a warning; their warriors had a high status in their society; they had a very hierarchical society and at least parts of it were hereditary; the king was a very special figure.</i> NOTE: the question asks about what the source reveals about the Aztecs, so do not award more than 1 mark for answers which refer to what it tells us about the Spanish/ Duran, etc. <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.</i> <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.</i> <i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>
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).	
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).	
0 marks No response or no response worthy of credit.	

J411/38

Mark Scheme

June 2024

Question 6 – 7 marks	
What can Source A tell us about the Aztecs? Use the source and your own knowledge to support your answer.	
Guidance and indicative content	
Level 3 (6-7 marks)	Explains what the source tells us about the Aztecs by using two or more valid, supported inferences from content of source, e.g. Source A tells us a lot about Aztec practices. For instance, we learn that the Aztecs carried out ritual human sacrifice and practised cannibalism ('After the sacrifice of prisoners from Coictlahuaca, the Warriors of the Sun' consumed 'much human flesh'). This seems to have been done in honour of the sun because a 'large stone was carved in the likeness of the sun'. Source A also tells us that Aztec society was very hierarchical. It says that they 'distinguished between the noble chieftains and the warriors' and also between 'the warriors and the shield bearers' and then the 'commoners'. The palace had 'special rooms for people of different rank' and that only certain people, like the warriors, were allowed in there at all. So this seems like a society where status and rank were very important. [7] NOTE: Also reward higher level, sophisticated inferences at this level.
Level 2 (3-5 marks)	Explains what the source tells us about the Aztecs by using a valid inference from content of source, e.g. - Source A tells us how important warriors were in Aztec society and how warfare was glorified. Duran says that the warriors are given special privileges, such as being able to enter the 'House of Eagles' and 'practise the use of weapons'. They are also the people who celebrate by 'consuming much human flesh' and it's the prisoners of war who are sacrificed. [5] - We learn that the sacrifices that the Aztecs carried out were partly done as a warning to the surrounding states as Source A says that 'the kings of the surrounding states' were specially invited to witness to sacrifice of enemy prisoners. [4] - Source A tells us that the Aztecs were respected, even feared, by surrounding states, because the kings of the surrounding states 'sent fine gifts in gratitude' for their invitation to the feast. [4] - Source A reveals quite how the sun was important to the Aztecs in their religion. It says that 'a large stone was carved in the likeness of the sun' so it seems the feast was being held in honour of the sun. [4] - We learn that Aztec society was not equal and status was very important. [3] NOTES: - Valid inference(s) with no relevant support from the source = 3 marks. (Quotations must be linked to the inference) - One supported inference = 4–5 marks One supported inference + 2nd unsupported inference = 5 marks
Level 1 (1–2 marks)	Lifts surface detail from the source or provenance to address question (1–2 marks), e.g. - Source A tells us they had feasts and sacrifices and ate human flesh. [1] - Source A tells us their warriors met at the 'House of Eagles'. We also learn about how they had nobles, warriors, shield bearers and lower officials. But the common people were not allowed in the palace. [2] OR makes valid but general assertion(s) (1 mark), e.g. The source tells us a lot about Aztec beliefs and practices. OR make comments on source without addressing the question of what it can tell us about the Aztecs (1 mark), e.g. - Source A is an account from Friar Diego Duran who was Spanish and so he is probably going to tell us things from a Catholic point of view. - Source A was written in 1581. It talks about a large stone which was carved to look like the sun.
0 marks	0 marks No response or no response worthy of credit.

Question 7 – 15 marks How useful are Sources B and C and Interpretation D for a historian studying New Spain (Mexico) in the years after the fall of the Aztec Empire? In your answer, refer to the two sources and the interpretation as well as your own knowledge.	
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.	Notes and guidance specific to the question set <i>Analysis of the interpretations and source could identify features such as:</i> • Surface features of sources / interpretation, e.g. • B says the <i>encomenderos</i> do not look after the welfare or religious life of the Indians; B also says the Indians worked for the Spanish in service and they did not indulge in sin, crime and laziness; B says the Spanish were greedy and lazy; • C tells us the Indians got rid of their idols, and were baptised; C also says they learned trades and were excellent craftsmen; C says that sons of chieftains could read and write and were rich, owning horses; it says others breed cattle and grew crops; C says they had a legal system; • D tells us that Cortés adopted the <i>encomiendas</i> system; it says that the colonists were greedy; it says there was slavery; it says the lives of some native people were terrible. They were converted to Christianity and welcomed the friars.
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).	• Inferences from the source / interpretations, e.g. • e.g. B suggests the native people were exploited and badly treated through the <i>encomienda</i> system because the <i>encomendos</i> did not fulfil their responsibilities towards the natives. The final paragraph shows they could expect years of service (even slavery) and that they were looked down on by the Spanish as not civilised. This is particularly revealing coming as it does from the Second Audiencia which was meant to be helping the natives. B reveals tensions between the settlers (governor accusing the Spanish of being lazy), and also between the government in Spain and the settlers about the Spanish treatment of the native people (suggests royal government very concerned about <i>encomiendas</i> and mistreatment of native people).
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).	• C suggests the native people were doing very well. They were Christians. They learned trades, became skilled. The elite seem to lead very good lives - educated, rich and enjoying pastimes such as bullfighting (implies the rest were not educated or enjoying this lifestyle). They also seem to enjoy a proper legal system that dispenses justice so their lives are ordered and secure. However, we can also infer their own civilisation is being destroyed by the Spanish (the constant references to the natives
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	
Level 2 (4–6 marks)	

J411/38

Mark Scheme

June 2024

Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	<i>following Spanish ways). The bias of C is useful in revealing the tensions and arguments between the Spanish – Diaz highlights the successes in an attempt to promote his successes, so the fact that Diaz feels he has to respond to critics is evidence of disagreements and tension.</i> • <i>D suggests the native people were mistreated through the encomienda system ('vicious' and the government wanted rid of them), particularly in the mines. Many of them were slaves. They had been converted to Christianity and were happy with this. Suggests royal government was very concerned by the encomiendas and the mistreatment of the native people.</i> • <i>Less well-developed comments will probably include –</i> • <i>(L3) Comments which support or challenge the evidence presented in sources with candidates' own knowledge, rendering sources more or less useful in terms of typicality or reliability.</i> • <i>(L2) Undeveloped comments on how provenance of sources make them unreliable and therefore not useful, e.g. B and C were both written by the Spanish and therefore propaganda/ only show the Spanish perspective; D was produced a long time after the events and therefore not useful.</i> <i>Candidates should not be rewarded above Level 1 for simply saying what is 'missing' from the sources e.g. 'Not useful because it has no information about ...'</i> <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.</i> <i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Analyses the source(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO3) Analyses the interpretation(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO4) There is either no attempt to evaluate and reach a judgment about usefulness of the interpretation(s) and the source(s) in relation to the issue in the question, or there is an assertion but this lacks any support or historical validity	
.0 marks No response or no response worthy of credit.	

Question 7 – 15 marks	
How useful are Sources B and C and Interpretation D for a historian studying New Spain (Mexico) in the years after the fall of 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)	Supported inferences (support from sources) from <u>content</u> of two of B, C or D to explain why they are useful as evidence about New Spain (Mexico) in the years after the fall of the Aztec Empire (i.e. 2 x L4), e.g. <i>Source B is useful because it suggests the native people of Mexico were exploited and badly treated through the encomienda system. It says the encomenderos did not care about the 'welfare' of the people, only about 'making the greatest possible profit'. Even the author of the source, whilst highly critical of the Spanish, suggests that they look down on the 'Indians' because working for the Spanish keeps them from 'indulging in sin, crimes and laziness'.</i> <i>Source C is also useful because although it paints a different picture with the Indians living a much better life ('Most of them have successfully learned trades' ... 'Many of the sons of chieftains know how to read and write'), we can nevertheless infer their own culture is being destroyed by the Spanish because of the constant references to the 'Indians' following Spanish ways (they have 'learned all the trades we have in Spain ... if one had not seen them do it, one would never believe it was Indians' work'). [15]</i>
Level 4 (10-12 marks)	Supported inference(s) (support from source) from <u>content</u> of one of B, C or D to explain why it is useful as evidence about New Spain in these years, e.g. <i>Source B is useful because it reveals tensions in these years between the colonists and the government in Spain. The source is reporting the 'greed, disorder and laziness of the Spanish' to the government back in Spain, and accuses them of being uncaring about the 'welfare or religious instruction of the Indians'. This shows the concerns that the royal authorities had about the way New Mexico was being governed. [12]</i> <i>Source C is useful for telling us about how the lives of the native people in Mexico have changed dramatically since the Conquest. They have adopted, or been forced to adopt, the Catholic religion (their crafts depict 'our Saviour Jesus Christ'), customs (they 'own horses and have bull fights') and farming methods. [11]</i> <i>Interpretation D is useful because it shows how the native people of Mexico were exploited by the 'vicious system of encomiendas' and affected negatively by the Conquest. It says that 'in the mining districts in particular', their situation was 'terrible'. [THRESHOLD – 10 MARKS]</i>
Level 3 (7-9 marks)	Valid but unsupported inference(s) from content to explain why one or more of B, C, D are useful as evidence about New Spain in these years, e.g. <i>B useful as it shows the condescending attitudes of the Spanish towards the native people of Mexico.</i> <i>C is useful for showing us how the people of Mexico were actually doing quite well under Spanish rule.</i> <i>D is useful for showing there was disagreement between the colonists and the royal government back in Spain about how to run New Spain.</i> Alternatively, uses specific contextual knowledge OR purpose of C to argue that one or more of B, C or D are useful or not useful because they are (un)reliable, e.g. <i>In Source C, Diaz is trying to promote the Spanish Conquest of New Spain in response to criticism, so I don't think it's that useful because it exaggerates how successful the Spanish have been.</i> <i>D says that the colonists 'ignored royal orders' to get rid of the encomiendas and this is correct. Knowing how the encomenderos in the Caribbean had abused their powers, Charles V banned them in New Spain, but Cortés thought denying Spanish soldiers this privilege would be disastrous.</i> NOTE: 1 source/ interpretation = 7–8 marks 2 or more = 8–9 marks

J411/38

Mark Scheme

June 2024

Level 2 (4-6 marks)	Uses surface features or extracts to argue source(s) are useful about New Spain in these years, e.g. • Source B is useful because it says that the Indians worked for the Spanish in service. (4) • Source C gives us useful information about what happened in these years. For example, we learn that the Indians got rid of their idols, and were baptised. C also says they learned trades and were excellent craftsmen. (5) • C is useful because it says that sons of chieftains could read and write and were rich, owning horses. It also says others breed cattle and grew crops. I also think D is useful for telling us that Cortés adopted the encomiendas system and that the lives of some native people were terrible. (6) NOTE: 1 source/ interpretation = 5 marks 2 or more = 6 marks OR argues useful or not useful on the basis of undeveloped provenance (4 marks), e.g. • B and C were both written by Spaniards and therefore only show the Spanish perspective, so they are not useful because they are unreliable. (4) • B and D are not useful as they were written a long time after the events in question. (4)
Level 1 (1-3 marks)	Valid but general assertion(s), (max 1 mark), e.g. • C is useful because it tells us about the kind of farming that was going on in this period. • B tells us about the encomiendas. • OR Descriptions of / comments on the sources/ source provenances (1-3 marks) e.g. • The purpose of Source C is to put the Spanish in a good light. [doesn't say how this is useful for a historian studying New Spain in these years] • Source B says that the Indians should not be made to work for Spaniards more than thirty-five days a year. [as above] OR argues not useful because of what information the source(s) do not contain (1 mark), e.g. Interpretation D is not very useful. It talks about how the Franciscan friars were sent to the country but it doesn't tell us much about what they actually did. I know that they began to learn Nahuatl as well as other regional languages so they could preach.
0 marks	

J411/38

Mark Scheme

June 2024

Question 8* – 18 marks 'The main reason the Spanish were able to come to Tenochtitlán in 1519 was that they successfully gained local allies.' How far do you agree? 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 <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> <i>Answers are most likely to show understanding of the second order concepts of significance (the relative importance of different factors), consequence (the results of actions), but reward appropriate understanding of any other second order concept.</i> Grounds for agreeing: Alliance with the Tlaxcalans and its consequences; alliance with the Cempoalans and its consequence; role of interpreters (allow use of Gerónimo de Aguilar and La Malinche/Dona Marina as 'local allies'); allow meeting with the local Aztec governor, Tendile. Grounds for disagreeing: Use of interpreters (Gerónimo de Aguilar and La Malinche/Dona Marina); actions against Velázquez's supporters; Cholula massacre, Cortes' diplomatic tactics (including meeting with Tendile); relations with the Maya; Cortés double crossing native leaders (e.g. playing Totonacs off against Aztecs in June 1519). NOTE : Do not allow events after the spanish arrival in Tenochtitlán (e.g. Moctezuma's mistakes).
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>	
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>	
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 the 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>	
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.	

J411/38

Mark Scheme

June 2024

Question 8* – 18 marks	
‘The main reason the Spanish were able to come to Tenochtitlán in 1519 was that they successfully gained local allies.’ How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	Balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g. <i>It could be argued that this statement is correct. In September 1519, the Spanish fought a number of battles against the Tlaxcalans. Even though Cortés thought it was unlikely that the Spanish could defeat them, the Tlaxcalans eventually declared themselves subjects of the Spanish king in order to use the Spanish as partners against the Aztecs. This victory and alliance cleared the way for the Spanish to press on to Tenochtitlán, supported by native warriors. The Tlaxcalans were very willing to aid the journey towards Tenochtitlan as they were the enemies of the Aztecs.</i> <i>However, I also think that the arrival of two translators in March 1519 was very lucky and played a big role in the expedition’s success, and is a factor in itself. Geronimo de Aguilar spoke Spanish and Maya, and Doña Marina spoke Spanish, Maya and Nahuatl. Their presence was vital in the Spanish communicating with, and winning the trust of, the people in central America that they encountered. Without these translators, the alliances may not have been formed or diplomacy couldn’t have happened.</i> <i>There were other important reasons why this statement may be incorrect. Velázquez’s supporters wanted to end the expedition in May 1519. As Velázquez was the Governor of Cuba, it was difficult for Cortés to disobey. However, he dealt effectively with this by appearing to agree with Velázquez and ordering that the ships should prepare to sail back to Cuba. When his supporters protested, Cortés made a show of ‘reluctantly’ giving in. This enabled him to resign as expedition leader and remove Velázquez as his commander. He set up a town called Villa Rica and planned his next move towards Tenochtitlán.</i> <i>Furthermore, in July, Velázquez’s supporters plotted to steal a ship and sail to Cuba to report to Velázquez how Cortés was planning to go behind his back and deal directly with the King of Spain. However, Cortés dealt effectively with this threat by executing some of the plotters and whipping some others. He then holed and beached the remaining Spanish ships. This demonstrated to the other conquistadors there was no going back and freed up Cortés to journey to Tenochtitlán.</i> <i>On the whole, I think that Cortés dealing effectively with the opposition from Velázquez’s supporters was actually the main reason that the Spanish could come to Tenochtitlán. Had Cortés been deserted by some of the conquistadors, the Spanish may have lost very quickly against the Tlaxcalans, and then there may not have been an alliance.</i>
Level 5 (13-15 marks)	Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g. <i>It could be argued that this statement is correct. In September 1519, the Spanish fought a number of battles against the Tlaxcalans. Even though Cortés thought it was unlikely that the Spanish could defeat them, the Tlaxcalans eventually declared themselves subjects of the Spanish king in order to use the Spanish as partners against the Aztecs. This victory and alliance cleared the way for the Spanish to press on to Tenochtitlán, supported by native warriors. The Tlaxcalans were very willing to aid the journey towards Tenochtitlan as they were the enemies of the Aztecs.</i> <i>However, I also think that the arrival of two translators in March 1519 was very lucky and played a big role in the expedition’s success, and is a factor in itself. Geronimo de Aguilar spoke Spanish and Maya, and Doña Marina spoke Spanish, Maya and Nahuatl. Their presence was vital in the Spanish communicating with, and winning the trust of, the people in central America that they encountered. Without these translators, the alliances may not have been formed or diplomacy couldn’t have happened.</i> <i>There were other important reasons why this statement may be incorrect. Velázquez’s supporters wanted to end the expedition in May 1519. As Velázquez was the Governor of Cuba, it was difficult for Cortés to disobey. However, he dealt effectively with this by appearing to agree with Velázquez and ordering that the ships should prepare to sail back to Cuba. When his supporters protested, Cortés made a show of ‘reluctantly’ giving in. This enabled him to resign as expedition leader and remove Velázquez as his commander. He set up a town called Villa Rica and planned his next move towards Tenochtitlán.</i>

J411/38

Mark Scheme

June 2024

Level 4 (10-12 marks)	One sided argument, two explained points of support (2–0), e.g. <i>It could be argued that this statement is correct. In September 1519, the Spanish fought a number of battles against the Tlaxcalans. Even though Cortés thought it was unlikely that the Spanish could defeat them, the Tlaxcalans eventually declared themselves subjects of the Spanish king in order to use the Spanish as partners against the Aztecs. This victory and alliance cleared the way for the Spanish to press on to Tenochtitlán, supported by native warriors. The Tlaxcalans were very willing to aid the journey towards Tenochtitlan as they were the enemies of the Aztecs.</i> <i>The Spanish also gained another important ally, Cempoala. Cortes exploited divisions between the Cempoalans and the Aztecs to forge this alliance. This was an important alliance as the Cempoalans would send warriors and guides to help Cortes on his march inland to Tenochtitlan. For example, we know the Cempoalans and Tlaxcalans were present at Cholula, where the massacre ensured an important ally of the Aztecs was weakened.</i> Alternatively, balanced argument; one explained point on each side (1–1), e.g. <i>It could be argued that this statement is correct. In September 1519, the Spanish fought a number of battles against the Tlaxcalans. Even though Cortés thought it was unlikely that the Spanish could defeat them, the Tlaxcalans eventually declared themselves subjects of the Spanish king in order to use the Spanish as partners against the Aztecs. This victory and alliance cleared the way for the Spanish to press on to Tenochtitlán, supported by native warriors.</i> <i>However, there were other important reasons why this statement may be incorrect. Velázquez’s supporters wanted to end the expedition in May 1519. As Velázquez was the Governor of Cuba, it was difficult for Cortés to disobey. However, he dealt effectively with this by appearing to agree with Velázquez and ordering that the ships should prepare to sail back to Cuba. When his supporters protested, Cortés made a show of ‘reluctantly’ giving in. This enabled him to resign as expedition leader and remove Velázquez as his commander. He set up a town called Villa Rica and planned his next move towards Tenochtitlán.</i>
Level 3 (7-9 marks)	One sided argument; one explained point of support (1–0), e.g. <i>It could be argued that this statement is correct. In September 1519, the Spanish fought a number of battles against the Tlaxcalans. Even though Cortés thought it was unlikely that the Spanish could defeat them, the Tlaxcalans eventually declared themselves subjects of the Spanish king in order to use the Spanish as partners against the Aztecs. This victory and alliance cleared the way for the Spanish to press on to Tenochtitlán, supported by native warriors. The Tlaxcalans were very willing to aid the journey towards Tenochtitlan as they were the enemies of the Aztecs.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	Identification of reason(s) to support/challenge which don’t meet criteria for an explained point, e.g. • No, I disagree because had Cortés not dealt with the tensions in the Spanish camp, then all the Spanish ships would have sailed back to Cuba. • No, I disagree because actually it was more to do with Moctezuma’s encouraging the Spanish and not using force against them immediately. 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, description of relevant events, e.g. • Velázquez’s supporters wanted to give up the expedition and return with a larger army. (4) They thought the Aztecs were probably preparing for war and they would be sacrificed. (5) But Cortés’ supporters wanted to conquer the area straight away. (6)
Level 1 (1-3 marks)	Valid but general assertion(s), e.g. • No, if he hadn’t dealt with the opposition then the expedition would have come to an end. • Yes, it was mostly to do with how he dealt with the local people in the area.

J411/38

Mark Scheme

June 2024

Question 9* – 18 marks ‘Moctezuma’s mistakes were the most important factor in the Spanish conquest of the Aztec Empire.’ How far do you agree? 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 highest two levels answers must consider both reasons to support and reasons to challenge the statement.</i> <i>Answers are most likely to show understanding of the second order concepts of significance (the relative importance of various factors leading to the fall of the Empire), but reward appropriate understanding of any other second order concept.</i> Grounds for agreeing include: not using force as soon as he learned about the Spanish presence; giving them gifts thus encouraging them and showing them Aztec wealth; welcoming them into the city of Tenochtitlán; not using force when they had the Spanish trapped inside the city; (supposedly) believing that Cortés was Quetzalcoatl; the attack on Nauhtla, allowing himself to be arrested and almost handing the city over to the Spanish. Grounds for disagreeing may include: Aztec culture and religion (explain welcoming of Spanish); the advanced weapons of the Spanish; the dependence of the Aztecs on one leader; the support of the Tlaxcalans (and others) for the Spanish because of their hatred for the Aztecs; depletion of Aztec warriors (e.g. massacre during the Festival of Tóxcatl; impact of smallpox); Spanish and Aztec tactics in the final campaign; use of translators.
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>	
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 the 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>	
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.	

J411/38

Mark Scheme

June 2024

Question 9* – 18 marks	
'Moctezuma's mistakes were the most important factor in the Spanish conquest of the Aztec Empire.' How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	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. <i>In some ways I agree with this because of the way Moctezuma reacted to the arrival of the Spanish. He sent large quantities of gifts to Cortés, which increased in value as the Spanish neared Tenochtitlán. This was likely an Aztec attempt to produce a feeling of inferiority in the Spanish. However, the Spanish probably interpreted this as a sign of weakness. Had Moctezuma used force immediately, he may have driven the Spanish away, but instead he encouraged the Spanish.</i> <i>Also, Moctezuma made a big mistake when he allowed himself to be arrested in November 1519. In fact, this was a sign that the Spanish were panicking following the attack on Nauhtla. Cortés took a gamble when he accused Moctezuma of betraying him and ordering him to accompany him. Moctezuma going with the Spanish to their palace allowed Cortés to take advantage of the situation and tighten his grip over Tenochtitlán.</i> <i>However, other factors were also important. For instance, the number of Aztec warriors was severely depleted by the end of 1520. Firstly, there had been a massacre of Aztec elites and warriors in May 1520, during the Festival of Tóxcatl. Additionally, smallpox had raged for two months through Tenochtitlán since October. These two events meant that thousands of warriors died, and the Aztec leadership was virtually wiped out, limiting their ability to fight the Spanish effectively in the siege of Tenochtitlán.</i> <i>Finally, I also think the Spanish tactics helped them to defeat the Aztecs. For instance, the shipwright Martin Lopez felled hundreds of trees and carried them to Tlaxcala where he trained a team of local carpenters to shape them. The parts of the ships were then carried across the mountains to Texcoco. Once assembled, these brigantines meant Cortés could restrict Aztec movement between Tenochtitlán and the lakeshore, cutting off their supply lines and isolating the city. This siege weakened the Aztecs over time and eventually led to their surrender.</i> <i>Overall, I don't agree with the statement. Moctezuma could not have known how the Europeans would interpret his gift-giving, so this was unlucky rather than a mistake. Furthermore, given that there were numerous points where the Spanish suffered setbacks and defeats after their arrival in Tenochtitlán, it seems unfair to blame the final defeat on Moctezuma's arrest. The fact that it took so long to defeat the Aztecs actually suggests they were weakened over time by the depletion in numbers.</i>
Level 5 (13-15 marks)	Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g. <i>In some ways I agree with this because of the way Moctezuma reacted to the arrival of the Spanish. He sent large quantities of gifts to Cortés, which increased in value as the Spanish neared Tenochtitlán. This was likely an Aztec attempt to produce a feeling of inferiority in the Spanish. However, the Spanish probably interpreted this as a sign of weakness. Had Moctezuma used force immediately, he may have driven the Spanish away, but instead he encouraged the Spanish.</i> <i>Also, Moctezuma made a big mistake when he allowed himself to be arrested in November 1519. In fact, this was a sign that the Spanish were panicking following the attack on Nauhtla. Cortés took a gamble when he accused Moctezuma of betraying him and ordering him to accompany him. Moctezuma going with the Spanish to their palace allowed Cortés to take advantage of the situation and tighten his grip over Tenochtitlán.</i> <i>However, other factors were also important. For instance, the number of Aztec warriors was severely depleted by the end of 1520. Firstly, there had been a massacre of Aztec elites and warriors in May 1520, during the Festival of Tóxcatl. Additionally, smallpox had raged for two months through Tenochtitlán since October. These two events meant that thousands of warriors died and the Aztec leadership was virtually wiped out, limiting their ability to fight the Spanish effectively in the siege of Tenochtitlán.</i>

J411/38

Mark Scheme

June 2024

Level 4 (10-12 marks)	One sided argument, two explained points of support (2–0), e.g. <i>I agree because of the way Moctezuma reacted to the arrival of the Spanish. He sent large quantities of gifts to Cortés, which increased in value as the Spanish neared Tenochtitlán. This was likely an Aztec attempt to produce a feeling of inferiority in the Spanish. However, the Spanish probably interpreted this as a sign of weakness. Had Moctezuma used force immediately, he may have driven the Spanish away, but instead he encouraged the Spanish.</i> <i>Also, Moctezuma made a big mistake when he allowed himself to be arrested in November 1519. In fact, this was a sign that the Spanish were panicking following the attack on Nauhtla. Cortés took a gamble when he accused Moctezuma of betraying him and ordering him to accompany him. Moctezuma going with the Spanish to their palace allowed Cortés to take advantage of the situation and tighten his grip over Tenochtitlán.</i> Alternatively, balanced argument; one explained point on each side (1–1), e.g. <i>In some ways I agree with this because of the way Moctezuma reacted to the arrival of the Spanish. He sent large quantities of gifts to Cortés, which increased in value as the Spanish neared Tenochtitlán. This was likely an Aztec attempt to produce a feeling of inferiority in the Spanish. However, the Spanish probably interpreted this as a sign of weakness. Had Moctezuma used force immediately, he may have driven the Spanish away, but instead he encouraged the Spanish.</i> <i>However, other factors were also important. For instance, the number of Aztec warriors was severely depleted by the end of 1520. Firstly, there had been a massacre of Aztec elites and warriors in May 1520, during the Festival of Tóxcatl. Additionally, smallpox had raged for two months through Tenochtitlán since October. These two events meant that thousands of warriors died and the Aztec leadership was virtually wiped out, limiting their ability to fight the Spanish effectively in the siege of Tenochtitlán.</i>
Level 3 (7-9 marks)	One sided argument; one explained point of support (1–0), e.g. <i>I agree because of the way Moctezuma reacted to the arrival of the Spanish. He sent large quantities of gifts to Cortés, which increased in value as the Spanish neared Tenochtitlán. This was likely an Aztec attempt to produce a feeling of inferiority in the Spanish. However, the Spanish probably interpreted this as a sign of weakness. Had Moctezuma used force immediately, he may have driven the Spanish away, but instead he encouraged the Spanish.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	Identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g. • Yes, I agree because Moctezuma chose to allow the Spanish into the city of Tenochtitlán, rather than driving them away using force. (4) • No, I disagree, it was more to do with the fact that the Spanish made an alliance with the Tlaxcalans. (4) The Tlaxcalans were warriors and hostile to the Aztecs. (5) 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, description of relevant events, e.g. <i>Moctezuma sent many gifts to Cortés in May 1519. (4) These included twenty gold duck and feather headdresses. (5) Spanish priests later wrote that when Cortés arrived, Moctezuma believed he was the Aztec god Quetzalcoatl. (6)</i>
Level 1 (1-3 marks)	Valid but general assertion(s), e.g. • No, it was because the Spanish had good strategies and more technology. • Yes, Moctezuma should have done more to stop the Spanish.

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