



## **GCSE**

### **History B (Schools history project)**

Unit **J411/32**: The Viking Expansion, c.750–c.1050 with Aztecs and the Spanish Conquest, 1519–1535

General Certificate of Secondary Education

### **Mark Scheme for June 2018**

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

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

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

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## Annotations

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

## 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.

### USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

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.

Candidates’ answers must be relevant to the question. Beware of 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.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

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

Question 1 – 3 marks (a) Identify one way that Vikings were effective sailors (b) Name one place raided by Vikings from 793. (c) Name one area settled by Vikings who crossed the Atlantic.	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p><i>For 1(a), likely valid responses include: superb ships able to sail in deep and shallow water; good navigators, steering oar/rudder allowed them to change direction, shape of the ship included a sail by the 8<sup>th</sup> Century</i></p> <p>Staraya Ladoga is a product not evidence so will not count</p>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p><i>For 1(b), likely valid responses include: Lindisfarne, Northumbria, Iona Abbey, Isle of Sheppey, Scottish Isles, Ireland, France. Britain, Constantinople (860), Dorset (789), Netherlands</i></p> <p>Monasteries will not count</p>
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p><i>For 1(c) likely valid responses include: North America; Greenland; Iceland</i></p> <p>Baku, Constantinople – Caspian Sea so will not count</p> <p>Any other historically valid response is acceptable and should be credited.</p>

<p><b>Question 2 – 9 marks</b>  <b>Write a clear and organised summary that analyses Viking settlement in the British Isles after 865. Support your summary with examples.</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b></p>	<p><b>Notes and guidance specific to the question</b></p> <p><i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i></p>
<p><b>Level 3 (7–9 marks)</b>          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).  <b>Nutshell: Summary based on second order concept(s) with 3 or more valid supporting examples/description</b>  <b>9 marks – 2 second order concepts qualified</b></p>	<p><i>Answers could consider aspects of one or more of the following:</i>  <b>The establishment of the Danelaw</b>  <b>Absorption of Viking Northumbria -- England</b>  <b>Later invasions, drawing on the Cnut era</b></p> <p><i>Answers may choose to focus on aspects of Viking society in Britain and these should be credited – law, customs, religion, trade, dress and appearance;</i></p> <p><i>Some evidence points to Viking settlers being largely male. Specific examples could be taken from studies of Jorvik. ‘Extent’ is not mentioned in the question but may still be used effectively to address it. Use of conceptual understanding to organise the response might in this case involve change, e.g. <b>distinguishing by geographical regions, or by time, extent of settlement.</b></i>  <i>Answers may show understanding of second order concepts such as change, continuity and significance (e.g. different items traded by Vikings, impact on religious practices), similarity and difference within situations (e.g. between Saxon and Viking society)</i></p>
<p><b>Level 2 (4–6 marks)</b>          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).  <b>Nutshell: Summary based on a second order concept with 2 valid supporting examples /description</b></p>	<p><i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the</i></p>
<p><b>Level 1 (1–3 marks)</b>          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).  <b>Nutshell: Summary based on a second order concept with 1 valid supporting example</b>  <b>Nutshell: List of events / developments with no organising concept.</b></p>	

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<b>Nutshell: Reference to a second order concept may be implicit</b>	<i>summary in order to meet the AO2 descriptors (see levels descriptors).</i>
<b>0 marks</b> No response or no response worthy of credit. <b>Without connection to the period = 0 marks    Focus on monasteries = 0 marks</b>	<i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>

<b>Question 3 – 10 marks</b> <b>What was the impact of Harald Bluetooth's reign upon Denmark? Explain your answer.</b>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p> <p><i>Explanations could consider: <b>the conversion to Christianity; shipbuilding and preparing the way for invasions by his son Sweyn Forkbeard; power as sole king, defence against outside pressures from other peoples e.g. Germans and Norwegians. Evidence from forts at Trelleborg.</b></i></p> <p><i>Explanations are most likely to show understanding of the second order concept of consequence and significance (<b>Christianisation of Vikings, future expansion</b>) but reward appropriate understanding of any other second order concept. Candidates may explore the idea of expediency in the conversion to Christianity, as there were probably increasing numbers of Christians in Denmark anyway, and it helped secured his southern border against Otto; reference may also be made to his obscure death and his fight against his own son..</i></p> <p><i>Answers which simply describe Harald Bluetooth cannot reach beyond Level 1.</i></p>
<p><b>Level 5 (9–10 marks)</b>            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).  <b>Nutshell: Three or more examples identified with explanation of impact on Denmark</b></p>	
<p><b>Level 4 (7–8 marks)</b>            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).  <b>Nutshell: Two examples identified with explanation of impact on Denmark</b>  <b>NOTE</b> Answers at L4 will often identify and describe several reasons but only fully explain two of them.</p>	
<p><b>Level 3 (5–6 marks)</b>            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).  <b>Nutshell: One example identified with explanation of impact PLUS at least one more identified/described</b></p>	
<p><b>Level 2 (3–4 marks)</b>            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).  <b>Nutshell: One example identified with explanation of impact on Denmark</b></p>	
<p><b>Level 1 (1–2 marks)</b>            Demonstrates some knowledge of features and characteristics of the period (AO1).</p>	

<p>Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).  <b>Nutshell: Description or identification which does not lead to explanation</b>  <b>1 point = 1 mark. No developmental marking</b></p>	
<p><b>0 marks</b>  No response or no response worthy of credit.</p>	

<p><b>Question 4* – 18 marks</b>  <b>“The success of the Volga Vikings was entirely due to their strengths as traders”. How far do you agree with this statement? Give reasons for your answer.</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Max. 12 marks</b></p>	<p><b>Notes and guidance specific to the question set</b>  <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 a broad range of Viking trade in the East, incorporating the Byzantine and/or Arab world. It is likely that responses may link skills such as sailing to the effectiveness of trading.</i></p>
<p><b>Level 6 (16–18 marks)</b>  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>  <b>16,17, 18 marks for quality of clinching argument – Needs to be comparative.</b>  <b>Has to have attained Level 5</b></p>	<p><i>Answers are most likely to show understanding of the second order concepts of cause and continuity (different reasons for success including trade, military strengths, raiding and invading experience) potentially similarity and difference (trading strengths and the experience of Vikings in the West/East may even effectively be compared). Reward appropriate understanding of any other second order concept.</i></p>
<p><b>Level 5 (13–15 marks)</b>  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>  <b>Nutshell: 2-2 or 3-1 EXPs</b></p>	<p><i>Grounds for agreeing include: the quality of their crafts and items traded from the homelands such as furs, honey, iron, leather, wool and slaves. They also carried effective weighing scales with them and were instrumental in the development of a ‘bullion economy’. They traded with both the</i></p>
<p><b>Level 4 (10–12 marks)</b>  Demonstrates sound knowledge of key features and characteristics of the period in</p>	

<p>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> <b>Nutshell: 2-1 EXPs/3-0 EXPs</b></p>	<p><b>Byzantine and Arab world.</b></p> <p><i>Grounds for disagreeing include: sailing prowess, initial purpose of 'raiding' to the east, the warrior reputation of the Vikings, exemplified by their role as Varangian guard. Predisposition for extortion/tribute/plunder as a method of raising money or other valuable resources.</i></p>
<p><b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i> <b>Nutshell: 1-1 / 2-0 EXPs</b></p>	
<p><b>Level 2 (4–6 marks)</b> 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> <b>Nutshell: 1-0 EXP</b></p>	
<p><b>Level 1 (1–3 marks)</b> 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> <b>Nutshell: Unsupported assertion/description/identified examples (3 marks if ID)</b></p>	
<p><b>0 marks</b> - No response or no response worth of credit.</p>	

<p><b>Question 5* – 18 marks</b>  <b>‘In the period c750 to c990 Vikings in Britain and France were aggressive raiders and nothing more’. How far do you agree with this view? Give reasons for your answer.</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b></p>	<p><b>Notes and guidance specific to question set</b>  <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. Answers that seek to agree or disagree strongly with the statement must show awareness of the different types of activities and impacts of Viking incursions in this period. To achieve Level 6 this should be displaying ‘very secure and thorough understanding’ of Viking actions in Britain AND France.</i></p>
<p><b>Level 6 (16–18 marks)</b>          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>  <b>16,17, 18 marks for quality of clinching argument – Needs to be comparative. Has to have attained Level 5</b></p>	<p><i>Answers are most likely to show understanding of the second order concepts of causation and consequence (reasons for invading and subsequent follow up actions if any). They could also consider similarity and difference over time (actions of different Viking forces at different times – raiders, invaders, settlers - and also the integration or otherwise of Vikings.</i></p>
<p><b>Level 5 (13–15 marks)</b>          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>  <b>Nutshell: 2-2 or 3-1 EXPs</b></p>	<p><i>Grounds for agreeing include: <b>Examples of raids on monasteries and other settlements including Lindisfarne, Siege of Paris 865 etc; assessment of Viking motivations such as plunder and slaves; societal and cultural pressures which explain raiding; Reference may be made to extortion/tribute (Danegeld)</b></i></p>
<p><b>Level 4 (10–12 marks)</b>          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>  <b>Nutshell: 2-1 EXPs/3-0 EXPs</b></p>	<p><i>Grounds for disagreeing include: Other reasons could include invasion (although a case might be made that this constitutes raiding); <b>trade, reaction to the spread of Christianity, and lack of political cohesiveness in places like England. Adoption of</b></i></p>
<p><b>Level 3 (7–9 marks)</b>          Demonstrates sound knowledge of key features and characteristics of period in ways</p>	

<p>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> <b>Nutshell: 1-1 / 2-0 EXPs</b></p>	<p><b><i>societal elements in the countries they invaded e.g. evidence (such as that from Jorvik) pointing to buildings being of Anglo-Saxon style; Cnut recognising Anglo-Saxon law and customs.</i></b></p>
<p><b>Level 2 (4–6 marks)</b> 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> <b>Nutshell: 1-0 EXP</b></p>	
<p><b>Level 1 (1–3 marks)</b> 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> <b>Nutshell: Unsupported assertion/description/identified examples (3 marks if ID)</b></p>	
<p><b>0 marks</b> No response or no response worthy of credit.</p>	

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

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

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<p>Analyses the source to identify at least one feature that relates to the focus of the question; this may be inferred rather than directly stated in the source (AO3).</p>	<p><b><i>Mexico, the Empire spread from coast to coast, made military and economic alliances with many city-states but Moctezuma failed to defeat rival kingdoms of Tlaxcala and Huexotzingo, details of the tribute system with the provinces - the range of goods supplied through this system, Aztec society was centred on warfare, males given military training, the professional soldiers were all nobles, could raise enormous army - up to 400,000, use of garrisons near borders, use of Flower War.</i></b></p> <p><b><i>There is no requirement to mention limitations but examples of limitations include: the Tlaxcalans wanted an alliance and so may have exaggerated Aztec misdeeds, or exaggerated Aztec strength to excuse the fact that they were often exploited by the Aztecs e.g. for victims for sacrifice, the Tlaxcalans were not as poor or weak as they claim.</i></b></p> <p><i>No reward can be given for raising concerns over the limitations of the source unless this is explicitly used to help to say what the source “can tell us” in relation to the focus of the question.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

<p><b>Question 6 – 7 marks</b>  <b>What can Source A tell us about the extent and nature of Moctezuma's Aztec empire? Use the source and your own knowledge to support your answer.</b></p>	
<p><b>Guidance and indicative content</b></p>	
<p><b>Level 3 (6-7 marks)</b></p>	<p>Level 3 answers will typically make a valid inference from the source's purpose to explain what this tells us about the extent and nature of Moctezuma's empire</p> <ul style="list-style-type: none"> <li>• <i>The source shows that Diaz wishes to encourage the view that the conquest of New Spain was a positive experience for local inhabitants by demonising the experience that they had under Moctezuma's empire which was brutal in nature.</i></li> <li>• <i>This source shows how Diaz is attempting to characterise the conquest New Spain was a liberation from tyranny. He also comments on the vastness of Moctezuma's empire in a way that seeks to encourage people to believe that the conquest of New Spain was justified.</i></li> <li>• <i>Also attempting to inform people of Moctezuma's strength as a leader to impress upon people the power of the Aztec empire as he wants it to be perceived in this way by other nations</i></li> </ul> <p><b>Nutshell: Explains what source tells us about the extent/nature of Moctezuma's empire by explaining the purpose of source – students will generally use words such as influence and encourage to indicate purpose and this will be <b>explained</b>. 6 marks for purpose. 7 marks for purpose with supporting CK.</b></p>
<p><b>Level 2 (3-5 marks)</b></p>	<p>Level 2 answers will typically make a valid inference to explain what the content of the source reveals about the extent and nature of Moctezuma's empire</p> <ul style="list-style-type: none"> <li>• <i>The source tells us about Moctezuma's power. For example, the account says that, "Moctezuma had a vast host of warriors and if they wanted to take a city they could raise an army of a hundred and fifty thousand.</i></li> <li>• <i>The source tells us about the sort of leader Moctezuma was. For example, the account says that Moctezuma's Aztecs, "...frequently used cunning means of entering their country to rob and pillage".</i></li> <li>• <i>The source tells us that the Aztecs were a brutal people who built their empire through violence. For example, in the account it states that the Tlaxcalans had, "...been forced to make peace to save themselves from destruction".</i></li> </ul> <p><b>Nutshell: Explains what source tells us about the extent and nature of Moctezuma's empire by using a valid inference from content of source – ignores the purpose of the source. ** CHECK CANDIDATES ARE NOT USING SOURCE AS CK**</b></p>

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	<b>NOTE: Valid inference with no relevant support = bottom of level</b>
<b>Level 1 (1–2 marks)</b>	<p>Level 1 answers will typically use surface features of the source to suggest what the source tells us about Moctezuma the nature and extent of Moctezuma's empire</p> <p><i>The source tells us that the Tlaxcalans were pillaged by Moctezuma's people</i></p> <p><i>The source tells us that Moctezuma had lots of warriors</i></p> <p><b>Nutshell: Lifts surface detail from source/ paraphrases and/or makes general assertion(s)</b></p>
<b>0 marks</b>	<p><b>0 marks</b></p> <p>No response or no response worthy of credit</p>

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

<p>the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<p><b>Charles in B were ineffective. C also tells us that there were people criticising Spanish rule and trying to get reforms. D The whip suggests that the Indians are being made to work hard but only the whip suggests actual ill treatment.</b></p>
<p><b>Level 3 (7–9 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<p><i>Candidates might conclude from the collection as a whole that Indians were treated badly in the encomiendas by the Spanish on the spot and that attempts from Spain to improve conditions were ineffective. They might also conclude that although Spanish rule was harsh, there were attempts to improve it and that these were largely ineffective.</i></p>
<p><b>Level 2 (4–6 marks)</b></p> <p>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).</p>	<p><i>Understanding of appropriate characteristic features could include: knowledge of: <b>the role of Cortes as Governor of Mexico and in establishing the encpmienda system, the nature of this system and the resulting treatment of Indians, other treatment of the Indians e.g. slavery, the actions of the first Audiencia under Nuno de Guzman, knowledge of the campaign to convert the Indians, the role and activities of Las Casas.</b></i></p>
<p><b>Level 1 (1–3 marks)</b></p> <p>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-</p>	<p><i>Limitations that may affect usefulness include the fact that B gives us only Charles' instructions and intentions and not evidence about whether these were carried out. C comes from Las Casas who campaigned for reform and thus his account</i></p>

<p>references or identifying significant themes that they have in common.(AO3)</p> <p>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)</p> <p>There is either no attempt to evaluate and reach a judgment about usefulness of the interpretation(s) and the source(s) in relation to the issue in the question, or there is an assertion but this lacks any support or historical validity</p>	<p><b><i>might exaggerate the ill treatment to strengthen his case, especially since this comes from a published book. His language is extreme and this suggests lack of balance and exaggeration. The fact that D comes from an unknown artist. We do not know what sources were used by the artist, or even the exact date it is meant to be portraying. It only shows one aspect and one moment in time. It also has limitations in that it was an illustration for children and may have held back on showing the worst abuses. As a whole the sources are rather vague in their actual description of the ill treatment of Indians and are rather limited in their coverage of Spanish rule in that there are important aspects not mentioned e.g. the role of the Audiencia and the Church.</i></b></p> <p><i>No reward can be given for raising concerns over the limitations unless this is explicitly used to help to say how it affects usefulness for the context given. Evaluation of usefulness may also involve making valid substantiated suggestions of other lines of enquiry for which the collection may be useful, but the focus given in the question must also be addressed.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
<p><b>.0 marks</b></p> <p>No response or no response worthy of credit.</p>	

<b>Question 7 – 15 marks</b>	
<b>How useful are Source B and Interpretations C and D for a historian studying the nature of Spanish rule in Mexico? In your answer, refer to the source and the two interpretations as well as your own knowledge.</b>	
<b>Guidance and indicative content</b>	
<b>Level 5 (13-15 marks)</b>	Level 5 answers will make a valid overall judgment on the extent to which the sources/interpretation are useful and answers may focus on how strong they are as evidence taken together and/or whether one is more useful than the others (comparison). <b>Note: Candidates cannot achieve level 5 without achieving level 4.</b>
<b>Level 4 (10-12 marks)</b>	<b>Level 4 answers will explain how B, C and D are useful to a historian studying Spanish rule in Mexico using content/context and or/purpose.</b> <ul style="list-style-type: none"> <li>• <i>Source B is very useful for showing us that despite the establishment of encomienda in New Spain, King Charles V was against this practice and demanded that any residents currently under one were to be freed. This shows his benevolent outlook.</i></li> <li>• <i>I think Source C is useful because it shows the impact of the encomienda system on the local population. It also suggests that despite the guidance given by King Charles V in 1523, this practice did not stop</i></li> <li>• <i>I think that Interpretation D is useful for showing the violence enacted on the local population. For example, I can see a whip in the picture.</i></li> </ul> <b>Nutshell: All 3 - Note: Top of the level for answers which explain the purpose of at least one of B,C or D.</b>
<b>Level 3 (7-9 marks)</b>	<b>Level 3 answers will explain how TWO of B, C and/or D are useful to a historian studying Spanish rule in Mexico using content/context and or/purpose.</b> <ul style="list-style-type: none"> <li>• <i>Source B is very useful for showing us that despite the establishment of encomienda in New Spain, King Charles V was against this practice and demanded that any residents currently under one were to be freed. This shows his benevolent outlook.</i></li> <li>• <i>I think Source C is useful because it shows the impact of the encomienda system on the local population. It also suggests that despite the guidance given by King Charles V in 1523, this practice did not stop</i></li> </ul> <b>Nutshell:2</b> <b>Note: Top of the level for answers which explain the purpose of at least one of B,C or D.</b>
<b>Level 2 (4-6 marks)</b>	<b>Level 3 answers will explain how ONE of B, C or D are useful to a historian studying Spanish rule in Mexico using content/context and or/purpose.</b> <ul style="list-style-type: none"> <li>• <i>Source B is very useful for showing us that despite the establishment of encomienda in New Spain, King Charles V was against this practice and demanded that any residents currently under one were to be freed. This shows his benevolent outlook.</i></li> </ul> <b>Nutshell: 1</b> <b>Note: Top of the level for answers which explain the purpose of at least one of B,C or D.</b> <b>Note: Not useful for all sources = limited to 4 marks.</b>
<b>Level 1 (1–3 marks)</b>	Level 1 answers will typically contain general points or <b>unsupported assertions</b> e.g. <i>The sources are not really useful. None of them are eye witness reports.</i> <b>OR</b> Will lift surface detail/paraphrase/copy sources <b>OR</b>

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Mark Scheme

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	<p><i>General comments on provenance to argue useful/not useful e.g. Interpretation D is taken from a recent children's book so is not useful.</i></p> <p><b>At this level: 1 of B,C or D = 1 mark, 2 of B, C or D = 2 marks, all 3 = 3 marks</b></p>
<b>0 marks</b>	

<p><b>Question 8* – 18 marks</b></p> <p><b>“The most important reason for the Spanish expansion into the Caribbean and central America was the desire to spread the Christian faith.” How far do you agree with this view?</b></p>	
<p><b>Levels</b></p> <p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 6 (16–18 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).</p> <p>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2).</p> <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p> <p><b>16,17, 18 marks for quality of clinching argument – Needs to be comparative.</b> <b>Has to have attained Level 5</b></p>	<p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. To reach Levels 5 and 6, this must involve considering aspects beyond the one in the question i.e. <b>spreading the Christian faith AND at least one other factor in the sort of depth/clarity required by the level.</b></i></p> <p><i>Answers are most likely to show understanding of the second order concepts of <b>causation (why the Spanish expanded), similarity/difference (the different reasons they had - push and pull factors), but reward appropriate understanding of any other second order concept.</b></i></p>
<p><b>Level 5 (13–15 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).</p> <p><i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p> <p><b>Nutshell: 2-2 or 3-1 EXPs</b></p>	<p><i>Grounds for <b>agreeing</b> include: <b>Spain was strongly Catholic and there was religious zeal to win new lands for Christianity, convert natives and sanctify Christian global dominance, Cortes believed God was supporting his efforts and it was his duty to convert the Indians. This explanation also supported by Spanish</b></i></p>
<p><b>Level 4 (10–12 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).</p>	

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

<p><b>Question 9* – 18 marks</b></p> <p><b>“The massacre of Aztec nobles in May 1520 was a disaster for the Spanish.” How far do you agree with this view?</b></p>	
<p><b>Levels</b></p> <p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 6 (16–18 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).</p> <p>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2).</p> <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p> <p><b>16,17, 18 marks for quality of clinching argument – Needs to be comparative.</b></p> <p><b>Has to have attained Level 5</b></p>	<p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. To reach Levels 5 and 6, this must involve considering aspects beyond the one in the question i.e. that it was a disaster for the Spanish AND the alternative argument that it was not in the sort of depth/clarity required by the level.</i></p>
<p><b>Level 5 (13–15 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).</p> <p><i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p> <p><b>Nutshell: 2-2 or 3-1 EXPs</b></p>	<p><i>Answers are most likely to show understanding of the second order concepts of consequence (impact of his death on the Spanish), change/continuity (comparing before and after his death) but reward appropriate understanding of any other second order concept.</i></p>
<p><b>Level 4 (10–12 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).</p> <p><i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Grounds for <b>agreeing</b> include: <b>Cortes had gained been welcomed and accepted by Moctezuma who had showered the Spanish with gifts and believed they were sent by the gods. He had become a puppet ruler so the</b></i></p>

<p><b>Nutshell: 2-1 EXPs/3-0 EXPs</b></p>	<p><b>Spanish were in control. The massacre by Alvarado changed all this and led to the Aztec uprising, hundreds of Spanish killed and a Spanish retreat from the city. Moctezuma, who could be used by Cortes, was killed Cortes had to start all over again and conduct a lengthy siege and lose more men.</b></p>
<p><b>Level 3 (7–9 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2).</p> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p> <p><b>Nutshell: 1-1 / 2-0 EXPs</b></p>	
<p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).</p> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p> <p><b>Nutshell: 1-0 EXP</b></p>	<p>Grounds for <b>disagreeing</b> include:</p> <p><b>although appearing to accept the Spanish the Aztecs had not really. There were rumours of rebellion by the Aztecs and so Cortes had made Moctezuma a prisoner in his own palace. Moctezuma was losing support of his nobles and the situation was very uneasy, relations were growing worse because of Cortes' actions against their religious practices. The massacre weakened the Aztecs by killing many of their nobles, this made it easier to defeat them later. The uprising by the Aztecs was likely to happen anyway and the massacre brought things to a head and eventually led to the Spanish resolving the situation by allying with the Tlaxcalans, laying siege to the city and achieving a decisive victory in 1521 with Aztec power totally destroyed.</b></p>
<p><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i></p> <p><b>Nutshell: Unsupported assertion/description/identified examples (3 marks if ID)</b></p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

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