

MARK SCHEME
Component 1: NON-BRITISH STUDY IN DEPTH
1F.The Voyages of Discovery and Conquest of the Americas, 1492-1522

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question

| | | | | |
|------------------|----------|-----|----------|-----|
| Mark allocation: | AO1(b) | AO2 | AO3 (a) | AO4 |
| 5 | 3 | | 2 | |

Question: e.g. **Use Source A and your own knowledge to describe the journey of Magellan, 1519-1522. [5]**

This is the question and its mark tariff.

Band descriptors and mark allocations

| | AO1(b) 3 marks | | AO3(a) 2 marks | |
|---------------|--|-----|---|---|
| BAND 2 | Demonstrates detailed understanding of the key feature in the question. | 2-3 | Accurate analysis of the source set within its historical context. | 2 |
| BAND 1 | Demonstrates some understanding of the key feature in the question. | 1 | Source is analysed through description of its content only. | 1 |

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the source shows the events that led to the death of Ferdinand Magellan in 1521;*
- *it shows the clear hostility of the natives towards the expedition and reveals the weapons used at the time;*
- *the journey started in September 1519 and ended in September 1522; the journey crossed the Atlantic, Pacific and Indian Oceans;*
- *the expedition circumnavigated the globe; five ships originally set out, but only three made it to the Pacific;*
- *the crew were mutinous and there were many difficulties; supplies ran low;*
- *Magellan was killed in 1521 after becoming involved in a dispute between two local chiefs; one ship made it back to Spain;*
- *the journey was an extraordinary maritime achievement.*
- *The source shows the events that led to the death of Ferdinand Magellan in 1521;*
- *it shows the clear hostility of the natives towards the expedition and reveals the weapons used at the time;*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

MARK SCHEME

Component 1: NON-BRITISH STUDY IN DEPTH

1F. The Voyages of Discovery and Conquest of the Americas, 1492-1522

Question 1

| | | | | |
|------------------|----------|-----|----------|-----|
| Mark allocation: | AO1 (b) | AO2 | AO3 (a) | AO4 |
| 5 | 3 | | 2 | |

Question: **Use Source A and your own knowledge to describe the journey of Magellan, 1519-1522. [5]**

Band descriptors and mark allocations

| | AO1(b) 3 marks | | AO3(a) 2 marks | |
|---------------|---|-----|--|---|
| BAND 2 | Demonstrates detailed understanding of the key feature in the question. | 2-3 | Accurate analysis of the source set within its historical context. | 2 |
| BAND 1 | Demonstrates some understanding of the key feature in the question. | 1 | Source is analysed through reference to its content only. | 1 |

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the source shows the events that led to the death of Ferdinand Magellan in 1521;*
- *it shows the clear hostility of the natives towards the expedition and reveals the weapons used at the time;*
- *the journey started in September 1519 and ended in September 1522; the journey crossed the Atlantic, Pacific and Indian Oceans;*
- *the expedition circumnavigated the globe; five ships originally set out, but only three made it to the Pacific;*
- *the crew were mutinous and there were many difficulties; supplies ran low;*
- *Magellan was killed in 1521 after becoming involved in a dispute between two local chiefs; one ship made it back to Spain;*
- *the journey was an extraordinary maritime achievement.*

Question 2

| | | | | |
|------------------|----------|-----|-----------|-----|
| Mark allocation: | AO1 (b) | AO2 | AO3 (a+b) | AO4 |
| 8 | 4 | | 4 | |

Question: **What was the purpose of Source B?** **[8]**

Band descriptors and mark allocations

| | AO1(b) 4 marks | | AO3 (a+b) 4 marks | |
|---------------|---|-----|--|-----|
| BAND 3 | Demonstrates very detailed understanding of the historical context. | 3-4 | The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached. | 3-4 |
| BAND 2 | Demonstrates some understanding of the historical context. | 2 | The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached. | 2 |
| BAND 1 | Demonstrates only basic understanding of the historical context. | 1 | Answer mainly describes or paraphrases the source material with little analysis or evaluation. | 1 |

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- source B is an extract from a native Aztec account of the Massacre in the Great Temple, which took place in May 1520; the purpose of the account is to record from an Aztec perspective the sequence of events that took place as well as the brutality of the Spanish conquistadores which is reflected in the language used;
- the purpose of the description is to portray the Spanish in a bad light, showing how at a celebration, unarmed musicians, singers and spectators were slaughtered as a precursor to a wider massacre; it reflects the ruthlessness of the Spanish and supports the context of the general pattern of the Spanish conquest of the Aztec Empire;
- the account is a contemporary one that later appeared in native language accounts of the Spanish conquest; its purpose is to record for history and future generations the events that took place, the attitude towards the Spanish and the reasons for the demise of the Aztec Empire;
- it shows that the incident was one of the factors that led to war between the Aztecs and the Spanish;
- being written by an Aztec priest the source is clearly an important record of the events that took place.

Question 3

| | | | | |
|------------------|----------|-----|-----|-----------|
| Mark allocation: | AO1 (b) | AO2 | AO3 | AO4 (a-d) |
| 10 | 4 | | | 6 |

Question: **Do the interpretations support the view that the Spanish conquest of the Aztecs was driven by greed? [10]**

Band descriptors and mark allocations

| | AO1(b) 4 marks | | AO4 (a-d) 6 marks | |
|---------------|---|---|---|-----|
| BAND 4 | Demonstrates very detailed understanding of the key feature in the question. | 4 | Fully analyses and evaluates how and why the interpretations differ, demonstrating awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to provide a well substantiated judgement about the extent of support provided for the view, set within the appropriate historical context. | 5-6 |
| BAND 3 | Demonstrates detailed understanding of the key feature in the question. | 3 | Analyses and evaluates the differences between the interpretations showing some awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to reach a supported judgement on the set question within the appropriate historical context. | 3-4 |
| BAND 2 | Demonstrates some understanding of the key feature in the question. | 2 | Analyses and evaluates the different interpretations, making appropriate reference to the content and authorship of the extracts but little awareness of the wider historical debate. A judgement on the question is reached, set within the appropriate historical context. | 2 |
| BAND 1 | Generalised answer displaying limited understanding of the key feature in the question. | 1 | Makes simple comments about the interpretations with little analysis and evaluation; little or no judgement is reached. | 1 |

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Interpretation 1 strongly supports the view that the Spanish conquest of the Aztecs was driven by greed; it clearly describes how the Spanish were only interested in gold and wealth and destroyed everything else;*
- *it shows the rapacious attitude of the Spaniards and their disregard for Aztec culture, plundering only the best precious stones; the interpretation is generally supported by historical evidence;*

- *the book however, despite being authored by a Spanish historian, is based upon contemporary accounts from native Aztec priests; this may influence the extent to which the interpretation is valid; the book is presumably aimed at a general audience; its title possibly suggests a sympathetic attitude towards the Aztecs;*
- *Interpretation 2 also supports the view that the Spanish were driven by greed;*
- *however, it takes a more objective tone, identifying the hostile intentions that existed on both sides; it identifies other factors that drove the Spanish conquest, such as religious conviction, the desire to convert the Aztecs to Christianity and honour;*
- *the interpretation is rather more measured and takes account of the historical context;*
- *answers should be able to reach a judgement about the degree of support for the view that the Spanish conquest of the Aztecs was driven by greed, based on the content and authorship of the provided interpretations and an understanding of the wider historical debate over the issue such as the interpretation that the desire for power and land was a main feature of the conquest of the Aztecs.*

Question 4

| | | | | |
|------------------|---------|-----|-----------|-----|
| Mark allocation: | AO1 (b) | AO2 | AO3 (a+b) | AO4 |
| 11 | 3 | | 8 | |

Question: **Which of the sources is more useful to an historian studying the Aztec civilization?** [11]

Band descriptors and mark allocations

| | AO1(b) 3 marks | | | AO3 (a+b) 8 marks | |
|---------------|---|---|---------------|---|-----|
| | | | BAND 4 | The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context. | 7-8 |
| BAND 3 | Demonstrates detailed understanding of the key feature in the question. | 3 | BAND 3 | The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context. | 5-6 |
| BAND 2 | Demonstrates some understanding of the key feature in the question. | 2 | BAND 2 | Answer begins to analyse and evaluate the usefulness of the source material. Limited analysis of the content and authorship is undertaken, resulting in an unsubstantiated judgement. | 3-4 |
| BAND 1 | Demonstrates limited understanding of the key feature in the question. | 1 | BAND 1 | Copies or paraphrases the source material with little or no analysis and evaluation undertaken. | 1-2 |

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- both sources are of varying usefulness to an historian studying the Aztec civilisation;
- Source C is useful because it clearly shows the view of Cortes towards the Aztec civilization;
- he informs the Spanish King in an official letter how they undertook human sacrifice to their idols and that he forbade them from continuing the practice;
- this is a valuable record of one aspect of Aztec civilization; he stresses his own role in stopping sacrifice which may be to portray himself in a favourable light; as a result the source is clearly biased with no mention being made of Spanish violence;
- Source D is of much use in a study of Aztec civilisation as it is a native Aztec depiction of human sacrifice; it is typical of the time and graphically shows an important aspect of Aztec civilization;

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- *it clearly shows how people were sacrificed on Aztec temples and had their hearts cut out; the fact it is from the mid-1500s is useful since it shows how the practice continued;*
- *it shows how native Aztecs were chronicling aspects of their society that were under threat from the Spanish;*
- *neither source is more useful than the other but answers should be able to reach a judgement about the varying utility of the sources in an investigation into Aztec civilisation in this period.*

Question 5

| | | | | | |
|-------------------------|----------------|------------|------------|-----------------|-------------|
| <i>Mark allocation:</i> | <i>AO1 (b)</i> | <i>AO2</i> | <i>AO3</i> | <i>AO4(a-d)</i> | <i>SPaG</i> |
| 19 | 4 | | | 12 | 3 |

Question: **'Columbus enslaved native inhabitants, subduing them with violence to seek riches.'**
To what extent do you agree with this interpretation?
[16+3]

Band descriptors and mark allocations

| | AO1(b) 4 marks | | AO4 (a-d) 12 marks | |
|---------------|---|----------|---|--------------|
| BAND 4 | Demonstrates very detailed understanding of the key feature in the question. | 4 | Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed. | 10-12 |
| BAND 3 | Demonstrates detailed understanding of the key feature in the question. | 3 | Analyses and evaluates how and why interpretations of this issue differ. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship. Some understanding of the wider historical debate over the issue is displayed. | 7-9 |
| BAND 2 | Demonstrates some understanding of the key feature in the question. | 2 | Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference to authorship. | 4-6 |
| BAND 1 | Demonstrates basic understanding of the key features in the question. | 1 | Makes limited comments about the interpretation with little analysis and evaluation. Little or no judgement reached. | 1-3 |

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *to some extent this interpretation is accurate: Columbus has to take some blame for the enslavement and violent subjugation of the native peoples of the islands he explored;*
- *people who support this interpretation would argue that up to 1492, limited exploration had taken place to the west of Europe; technological factors had inhibited the process of exploration; the 1492 voyage undertaken by Columbus thus paved the way for others to follow; it brought the existence of new lands to the attention of Spain and other European powers; this and further voyages undertaken by Columbus served as a stimulus for European colonial expansion;*

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- a period of aggressive conquest and colonization was initiated; wealth was plundered; the treatment of the natives on the islands discovered deteriorated; accusations of brutality were made against Columbus and atrocities were reported; these accusations partly contributed to Columbus' downfall;
- consequently, it is possible to form the interpretation that the exploration of Columbus resulted in the enslavement and impoverishment of native peoples;
- answers may comment upon the fact that the author is a professor and a specialist in the study of human societies; the interpretation would be well researched and based on reflection;
- however, in some ways the stated interpretation is narrow in its focus; it is possible to reach a different interpretation regarding the treatment of the native peoples;
- the historical context needs to be considered in terms of the attitudes of the time; Columbus was merely an opportunist driven by ambition and religion; he made attempts to bring Christianity to the native populations; ascribing later events to him is inappropriate; after the initial contact made the ambition and greed of the Spanish government resulted in the weakening of the native populations; Columbus cannot be held responsible for the effects of European disease upon the native peoples;
- answers may comment upon the fact that the author is a specialist in the study of human societies and that the article appears on a website that clearly has an anti prejudice agenda and a particularly subjective perspective on the issue;
- answers should be able to reach a judgement about the interpretation which could agree, disagree or be more balanced, but there should be awareness of how and why it is possible to develop different interpretations of the impact of Columbus on the lives of the native peoples of the islands that he explored.

After awarding a band and a mark for the response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist terms that follow.

In applying these performance descriptors:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

| Band | Marks | Performance descriptions |
|---------------------|--------------|---|
| <i>High</i> | 3 | <ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate |
| <i>Intermediate</i> | 2 | <ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate |
| <i>Threshold</i> | 1 | <ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate |
| | 0 | <ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning |