



GCE

History A

Y205/01: Exploration, encounters and empire 1445-1570

Advanced GCE

Mark Scheme for June 2019

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

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

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Here is the mark scheme for this question paper.

MARK SCHEME Section A

Question	Answer	Marks	Guidance
1 (a)	<p>Which of the following was of greater importance in the administration of Mexico and Peru?</p> <p>(i) Government officials (ii) The Church</p> <p>Explain your answer with reference to both (i) <u>and</u> (ii).</p> <ul style="list-style-type: none"> • In dealing with government officials, answers might explain the role and powers of the Viceroyals. • Answers might explain the importance of the audiencias. • Answers might assess the importance of officials at a local level. • Answers might comment on the predominance of university graduates especially lawyers most of whom were imbued with a keen sense of loyalty, idealism and duty. • Answers might explain the role of magistrates. • Answers might assess the restraints imposed on officials by royal directives and inspectorates. • In dealing with the Church, answers might explain how the hierarchical structure of archbishoprics and dioceses was introduced. • Answers might explain how the Crown favoured the appointment of friars from the mendicant Orders to positions in the dioceses. • Answers might consider the impact of the Inquisition (introduced in Peru in 1570 and Mexico in 1571). • Answers might stress the impact of missionaries in the conversion of the indigenous people to Christianity. • Answers might argue that the Church played a central 	10	<ul style="list-style-type: none"> • No set answer is expected. • Judgement must be supported by relevant and accurate material. • Only credit material relevant to the question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or may take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation; it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

	role in the lives of local people (morality, education etc).		
1 (b)*	<p>‘Of all the difficulties faced by the Portuguese and Spanish in their encounters with and conquest of indigenous peoples, the resistance of the latter was the most serious.’ How far do you agree?</p> <ul style="list-style-type: none"> • In arguing that the resilience of local people was important, answers might argue that the nomadic lifestyle of most tribes meant it was hard to pin them down. • Answers might argue that social organisation of local people meant that someone always replaced a leader who had been killed or captured. • Answers might argue that the martial skills of local people (some tribes more than others) made them difficult to subdue. • Answers might argue that local people were prepared to be brutal in murdering missionaries, destroying pastures etc. • Answers might argue that local people quickly learnt how to use weapons captured from the invaders. • Answers might argue that local tribes knew the terrain well and used it to their advantage. • In arguing that other factors were important, answers might stress the climatic problems faced especially in the Tropics. • Answers might consider the small forces at the disposal of the Europeans in the early stages of conquest at least. • Answers might assess the logistical problems of distance and area in America and elsewhere. • Answers might explain how Portuguese settlements were often confined to a coastal station, isolated and vulnerable. • Answers might criticise the strategy of the Europeans in attempting to subdue local people, for example, the two 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on ‘how far’ but at Level 4 may simply list factors. • At Level 5 and above, there will be judgements as to the relative merits of the points discussed. • At higher levels, candidates might establish criteria against which to judge the importance of the resilience of local people. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation; it should only be credited where it is used to analyse and evaluate the sources, in line with descriptions in the levels mark scheme.

	Portuguese expeditions of the early 1500s in north east Brazil were disastrous.		
2 (a)	<p>Which of the following was of greater importance as a reason for overseas exploration in the period from 1445-1570?</p> <p>i) Ottoman expansion ii) Renaissance learning and values</p> <p>Explain your answer with reference to both (i) <u>and</u> (ii). In dealing with Ottoman expansion, answers might argue that the fall of Constantinople to the Turks in 1453 prompted Christians to look for places of expansion for them too.</p> <ul style="list-style-type: none"> • Answers might argue that the capture of Granada in 1492 released Christian troops for service elsewhere. • Answers might argue that Ottoman power in the Western Mediterranean encouraged the Portuguese to sail south along the African coast in an attempt to outflank the Muslims in search of Prestor John. • Answers might discuss Ottoman power in the Levant and how this may have encouraged the Spanish and Portuguese to look for alternative routes to the East for spices etc. <ul style="list-style-type: none"> • In dealing with Renaissance learning and values, answers might argue that the values and ideas of the period explain the eagerness and endurance of the explorers. • Answers might consider the emphasis placed by the Renaissance on the individual and bold action to achieve fame. • Answers might argue that the Renaissance encouraged men to emulate the achievements of the classical world. 	10	<ul style="list-style-type: none"> • No set answer is expected. • Judgement must be supported by relevant and accurate material. • Only credit material relevant to the question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or may take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation; it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

	<ul style="list-style-type: none"> Answers might argue that the Renaissance encouraged the acquisition of knowledge. 		
2 (b)*	<p>'Geographical factors were the main reason for the limited progress in the settlement of Brazil by 1570.' How far do you agree?</p> <ul style="list-style-type: none"> In dealing with geographical factors, answers might argue that the vast size of Brazil, its lack of routes and vast rivers flowing east present huge problems. Answers might explain that the impenetrable nature of the terrain made it difficult to colonise the interior confining settlement to the coast. Answers might argue that distance from Portugal and the weakness of the Portuguese navy meant communications across the Atlantic were difficult. Answers might argue that Europeans were vulnerable to tropical diseases (though the north east was benign). Answers might argue that the extraction of resources eg timber discouraged settlement. Answers might explain that though sugar plantations were established (and proved to be the basis of prosperity in Brazil) this was difficult to do in the 16thC. In dealing with other factors, answers might argue that Portugal's priorities before 1570 had been the opportunities in Asia and West Africa. Answers might argue that the indigenous people were primitive and nomadic and could not be harnessed to European needs. Answers might explain indigenous people obstructed settlement eg two expeditions to Maranhao (north east) in early 1500s were defeated. Answers might argue that European predators (Spanish, Dutch, English, French) disrupted settlement. 	20	<ul style="list-style-type: none"> No set answer is expected. At higher levels, candidates will focus on the 'how far' but at Level 4 may simply list factors. At Level 5 and above, there will be judgements as to the impact of geographical factors. At higher levels, candidates might establish criteria against which to judge the overall effect of geographical factors. To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. Knowledge must not be credited in isolation; it should only be credited where it is used to analyse and evaluate the sources, in line with descriptions in the levels mark scheme.

	<ul style="list-style-type: none">• Answers might argue that the system of 15 captaincies (donatorios), 1534, designed to facilitate the settlement of Brazil was a failure.• Answers might argue that colonial government and justice failed to provide the security and order necessary to attract emigrants.• Answers might discuss the negative effects of using Brazil as a penal colony for convicts and undesirables which discouraged others from emigrating.		
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