

**GCE**

**History A**

**Unit : Y204/01 Genghis Khan and the Explosion from the  
Steppes c.1167 - 1405**

Advanced GCE

**Mark Scheme for June 2017**

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

## MARK SCHEME Section A

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p><b>Which of the following had a greater impact on the Mongol Empire?</b></p> <p><b>(i) the influence of Persia</b>  <b>(ii) the influence of China</b></p> <p><b>Explain your answer with reference to both (i) and (ii)</b></p> <p><b>In dealing with the influence of Persia</b></p> <ul style="list-style-type: none"> <li>• Answers might suggest the conversion of Ilkhan Ghazan to Islam was significant.</li> <li>• Answers might suggest Islam was able to access new areas that were ruled by the Mongols.</li> <li>• Answers might suggest that the exchange of goods, ideas and government personnel was important</li> </ul> <p><b>In dealing with the influence of China,</b></p> <ul style="list-style-type: none"> <li>• Answers might suggest that Chinese styles were adopted in areas of art in other conquered areas</li> <li>• Answers might suggest that the Mongols continued the development of autocratic rule</li> <li>• Answers might suggest that the Mongols adopted Chinese political structures</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to question.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable.</li> <li>• 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.</li> </ul>

1	(b)*	<p><b>Assess the reasons why there was civil war and disunity in the Mongol Empire by 1264.</b></p> <p><b>In arguing that the main reason for civil war and disunity was the death of Mongke Khan in 1259,</b> answers might consider that he died with no declared successor.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that his death led to infighting between members of the Tolui family.</li> <li>• <b>Answers might consider</b> the response to his death from Hulagu Khan.</li> <li>• <b>Answers might consider</b> the actions of Khubilai Khan following Mongke's death and the support given to him by nobles campaigning with him.</li> <li>• <b>Answers might consider</b> the importance of the actions of Ariqboke in declaring himself Great Khan and representatives of his family proclaiming him as leader.</li> <li>• <b>Answers might consider</b> how these developments resulted in civil war, with the Toluid Civil war and the Berke-Hulagu war.</li> </ul> <p><b>In arguing that there were other reasons for civil war and disunity,</b> it might be argued that unity depended upon the personality and power of rulers, such as Genghis.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that unity was the personal achievement of Genghis and he had struggled to maintain it.</li> <li>• <b>Answers might consider</b> how the establishment of the Yuan dynasty by Khubilai accelerated disunity.</li> <li>• <b>Answers might consider</b> the establishment of four separate khanates and the reasons for their establishment.</li> <li>• <b>Answers might consider</b> the problems of maintaining unity given the size of the Empire.</li> </ul> <p><b>Which of the following had a greater impact on the</b></p>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on 'assess the reasons' but at Level 4 may simply list the reasons</li> <li>• At Level 5 and above there will be judgement as to the relative importance of the reasons.</li> <li>• At higher levels candidates might establish criteria against which to judge the importance of the reasons.</li> <li>• To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions.</li> <li>• 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 the descriptions in the levels mark scheme.</li> </ul>
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2	(a)	<p><b>Mongol Empire?</b>  <b>(i) the first invasion of Japan</b>  <b>(ii) the second invasion of Japan</b>  <b>Explain your answer with reference to both (i) and (ii)</b></p> <p><b>In dealing with the first invasion of Japan,</b></p> <ul style="list-style-type: none"> <li>• Answers might suggest that it led to the exploitation and development of maritime resources</li> <li>• Answers might suggest that the impact was limited as the Mongol forces did not leave their ships after the first day and the victory was pyrrhic.</li> <li>• Answers might suggest the damage caused by the storm or by samurai swords meant losses were heavy.</li> </ul> <p><b>In dealing with the second invasion,</b></p> <ul style="list-style-type: none"> <li>• Answers might suggest that large numbers were killed by samurai warriors</li> <li>• Answers might suggest that the impact of a typhoon on Mongol forces was devastating, losing some 60-90% of forces</li> <li>• Answers might suggest that the Mongol fleet was obliterated</li> <li>• Answers might suggest that it broke the view of Mongol invincibility</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to question.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable.</li> <li>• 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.</li> </ul>
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2	(b)*	<p><b>Assess the reasons for Tamerlane’s military success</b></p> <p><b>In arguing that Tamerlane’s military success was due to his tactics</b>, answers might consider that the scale of murder and terror created fear so that enemies surrendered.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the destruction of cities, such as Baghdad caused enemies to surrender.</li> <li>• <b>Answers might consider</b> the slaughter of those who did not surrender.</li> <li>• <b>Answers might consider</b> his opportunistic use of alliances, which were abandoned when they had served their purpose.</li> <li>• <b>Answers might consider</b> Tamerlane’s military skill and experience as a mercenary soldier.</li> <li>• <b>Answers might consider</b> his use of spies and propaganda to prepare for an invasion, which was well planned in advance.</li> </ul> <p><b>In arguing that there were other reasons for his military success</b>, answers might consider the size of his armies and the maintenance of loyalty through booty.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the weakness of his enemies; Persia was divided between warlords.</li> <li>• <b>Answers might consider</b> his exploitation of Islam to win friends.</li> <li>• <b>Answers might consider</b> the divisions among his enemies; they did not unite to resist him</li> <li>• <b>Answers might consider his willingness to fight former allies</b>, such as Hussein and Toktamysh.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on ‘assess the reasons’ but at Level 4 may simply list the reasons.</li> <li>• At Level 5 and above there will be judgement as to the reasons for Tamerlane’s military success.</li> <li>• At higher levels candidates might establish criteria against which to judge the military success.</li> <li>• To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions.</li> <li>• 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 the descriptions in the levels mark scheme.</li> </ul>
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APPENDIX 1 – this contains the generic mark scheme grids.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	<b>1. Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>
2. <b>Level 6</b> 9–10 marks	3. Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
4. <b>Level 5</b> 7–8 marks	5. Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
6. <b>Level 4</b> 5–6 marks	7. Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
8. <b>Level 3</b> 3–4 marks	9. Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
10. <b>Level 2</b> 2 marks	11. Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
12. <b>Level 1</b> 1 mark	13. Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
14. 0 marks	15. Nothing of any relevance to the factors.



	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	<b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>
<b>Level 6</b> 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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