



GCSE MARKING SCHEME

SUMMER 2019

**HISTORY
COMPONENT 1: NON-BRITISH STUDY IN DEPTH
1F. The Voyages of Discovery and Conquest of the
Americas, 1492-1522
C100UF0-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

MARK SCHEME SUMMER 2019

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

<i>Mark allocation:</i>	AO1(b)	AO2	AO3 (a)	AO4
5	3		2	

Question: e.g. **Use Source A and your own knowledge to describe the impact of the Spanish Conquest of the Aztecs.** [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

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.

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 effects that disease had on the Aztecs; it shows victims suffering from what appears to be smallpox;*
- *smallpox brought to the New World by the Spanish, had a devastating impact on the native Aztec population; some estimates are that between 25% and 50% of the population of the Aztec Empire died;*
- *the Spanish conquest had a considerable impact in many other ways; the fortune of the Aztecs was plundered by the Spanish greed for gold, silver and precious objects;*
- *Aztec civilization was destroyed, for example, Tenochtitlan was reduced to rubble and built upon by the Spanish; Spanish culture was imposed upon the Aztecs and many artefacts for example, were destroyed;*
- *the encomienda system resulted in practical slavery for the native population; the overall impact of the Spanish conquest of the Aztecs was negative.*

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 impact of the Spanish conquest of the Aztecs. [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 effects that disease had on the Aztecs; it shows victims suffering from what appears to be smallpox;*
- *smallpox brought to the New World by the Spanish, had a devastating impact on the native Aztec population; some estimates are that between 25% and 50% of the population of the Aztec Empire died;*
- *the Spanish conquest had a considerable impact in many other ways; the fortune of the Aztecs was plundered by the Spanish greed for gold, silver and precious objects;*
- *Aztec civilization was destroyed, for example, Tenochtitlan was reduced to rubble and built upon by the Spanish; Spanish culture was imposed upon the Aztecs and many artefacts for example, were destroyed;*
- *the encomienda system resulted in practical slavery for the native population; the overall impact of the Spanish conquest of the Aztecs was negative.*

Question 2

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3 (a+b)</i>	<i>AO4</i>
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 the official report of Christopher Columbus to King Ferdinand and Queen Isabella, 1493; the purpose is to inform the monarchy of the progress made in acquiring and settling land in the New World;*
- *the source states that the island of Hispaniola is fertile and rich in gold and metals; it states that the natives were friendly towards Columbus and the Spanish; Columbus states that he is intent on converting them to Christianity;*
- *the report is clearly intended to portray Columbus in a positive light in the eyes of the monarchy; it is somewhat ingratiating in tone and only highlights positive aspects;*
- *it is presumably intended to reinforce support for Columbus and enhance his own position;*
- *the source should be viewed in its historical context however; it is narrow in focus and does not take account of the many negatives of Columbus' expedition, including violence towards the native populations;*
- *being written by Columbus it is clearly an important record of events, but is very biased.*

Question 3

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4 (a-d)</i>
10	4			6

Question: **Do the interpretations support the view that the journey of Magellan was the most important development in European exploration during this period?** [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 journey of Magellan was the most important development in European exploration during this period;*
- *it clearly states that only a journey to another planet would surpass it, at a time when space travel did not exist; it highlights the frailty of the ships and the difficulties endured in showing how important Magellan's journey was;*

- *the interpretation however, appears to have been written by an historian writing at a time when exploration was still taking place; it is presumably aimed at a general audience and appears to be written in order to praise Magellan as its tone is somewhat subjective;*
- *Interpretation 2 does not support the view; it focuses on Portuguese sailors in general and states that they have been overlooked;*
- *the author refers to the period as the Vasco de Gama era of history, which implies he sees the voyage of de Gama as the most important development during this period;*
- *the interpretation had been influenced by the subject matter, with the book being focused on the overall contribution of Portugal towards exploration;*
- *it is a modern publication and could possibly be focused at a more specific audience;*
- *answers should be able to reach a judgement about the degree of support for the view that the journey of Magellan was the most important development in European exploration during this period, based on the content and authorship of the provided interpretations and an understanding of the wider historical debate on the issue.*

Question 4

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3 (a+b)</i>	<i>AO4</i>
11	3		8	

Question: **Which of the sources is more useful to an historian studying the reasons for the European voyages of discovery?** **[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 reasons for the European voyages of discovery;*
- *source C is useful because it states how Prince Henry the Navigator was driven by a range of factors; it states he was curious to explore further, wanted to bring back goods and spread the word of God;*
- *it is useful as it is an accurate reflection of many of the reasons why the European voyages of discovery took place;*
- *it was however, written by a friend of Prince Henry and may therefore be rather subjective;*

- *source D is useful as it shows the motivation for exploration at a later date; it focuses on different aspects, such as service to the crown, the zeal for soldiering as well as the desire to serve God and become rich;*
- *it is rather more aggressive in its tone; this may be due to the fact that it is written with the experience of Cortes' conquest in mind;*
- *it is a personal account by a conquistador and is useful insomuch as it may be an accurate reflection of attitudes at the time;*
- *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 the reasons for the European voyages of discovery.*

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: **‘The brilliance of Cortes as a commander-in-chief and the superior Spanish weapons and tactics led to the fall of Tenochtitlan.’**
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; Cortes’ brilliance as a commander-in-chief and the superior Spanish weapons and tactics, led to the fall of Tenochtitlan;*
- *it is possible to support this interpretation due to several factors; Cortes was an extremely effective commander-in-chief who established alliances with enemies of the Aztecs; this served to strengthen the position of the Spanish; in the battle for Tenochtitlan, Cortes’ tactics such as the use of brigantines, ensured the Spanish*

could wear down their opponents; the Spanish were also used to killing, as opposed to capturing their enemies;

- *Spanish weapons were undoubtedly superior; the Spanish used over a dozen large portable guns and weapons such as swords, pikes and crossbows gave the Spanish the advantage;*
- *answers may comment upon the fact that the author is an expert on Aztec culture; 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 reasons for the fall of Tenochtitlan;*
- *other authors may refer to a wider range of factors that contributed to the fall of Tenochtitlan; disease had an enormous impact on the native population; this had a decisive effect in giving the Spanish an advantage over the Aztecs;*
- *the Aztecs lacked formal military strategy and the hostility of surrounding peoples to them contributed to the fall of Tenochtitlan;*
- *answers may comment on the fact that the author is writing in a specialist book which would presumably be aimed at an academic audience; it may be a rather narrow perspective that does not focus on the weakness of the Aztecs; 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 Cortes on the fall of Tenochtitlan.*

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