GCSE MARKING SCHEME

SUMMER 2022

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

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INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

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COMPONENT 1: NON-BRITISH STUDY IN DEPTH

1F. THE VOYAGES OF DISCOVERY AND CONQUEST OF THE AMERICAS, 1492-1522

SUMMER 2022 MARK SCHEME

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:

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

Question: e.g. **Use Source A and your own knowledge to describe the factors that contributed to the European voyages of discovery. [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 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 how the King of Portugal and his ancestors repeatedly sent ships east in order to make contact with Christian kings;*
- *it states that this was the main reason for undertaking the voyages, rather than being for financial gain; it emphasizes the religious aspect of the factors that contributed to the voyages of discovery;*
- *there were many other factors that contributed to the European voyages of discovery; rivalry between Spain and Portugal led to both competing for expanding trade routes and influence;*
- *trade was a major contributory factor; trade with Asia was well-established and expanded during the period of the Crusades; attempts to find new routes to Asia increased, particularly after the Turks closed the trade routes across their empire after 1453;*
- *as stated in the source, religion played a major role in driving the European voyages of discovery; the strength of Catholicism and the idea of a militant Christianity gave explorers a sense of mission to spread the faith;*

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- *technological advances also played an important role in enabling the voyages of discovery to take place; improvements in ship design, such as the development of the carrack, improved the ability of ships to travel longer distances in challenging environments;*
- *navigational developments gave sailors the confidence to venture further; increasing use of the astrolabe and quadrant, improvements to the compass and more accurate map-making were all factors that contributed to the voyages of discovery.*

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.

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Question 1

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

Question: **Use Source A and your own knowledge to describe the factors that contributed to the European voyages of discovery. [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 how the King of Portugal and his ancestors repeatedly sent ships east in order to make contact with Christian kings;*
- *it states that this was the main reason for undertaking the voyages, rather than being for financial gain; it emphasizes the religious aspect of the factors that contributed to the voyages of discovery;*
- *there were many other factors that contributed to the European voyages of discovery; rivalry between Spain and Portugal led to both competing for expanding trade routes and influence;*
- *trade was a major contributory factor; trade with Asia was well-established and expanded during the period of the Crusades; attempts to find new routes to Asia increased, particularly after the Turks closed the trade routes across their empire after 1453;*
- *as stated in the source, religion played a major role in driving the European voyages of discovery; the strength of Catholicism and the idea of a militant Christianity gave explorers a sense of mission to spread the faith;*
- *technological advances also played an important role in enabling the voyages of discovery to take place; improvements in ship design, such as the development of the carrack, improved the ability of ships to travel longer distances in challenging environments;*
- *navigational developments gave sailors the confidence to venture further; increasing use of the astrolabe and quadrant, improvements to the compass and more accurate map-making were all factors that contributed to the voyages of discovery.*

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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:

- *the source is an extract from a book written by the priest Bartolome de las Casas in the 1500s;*
- *its purpose is to show the impact the Spanish activities had on the native populations after the initial expeditions of Columbus and his successors;*
- *it states that newly born children died early due to the overworking and under-feeding of their mothers; he states that 7000 children died in just three months in Cuba; he also states that parents even drowned their babies in desperation;*
- *the purpose of the source is also to show how families were affected by men being forced to work in the mines, many dying as a result;*
- *the source can be viewed as an attack on the way native populations were treated by the Spanish; the title of the book clearly shows how the author viewed the impact of the Spanish Conquest;*
- *in writing the book, de las Casas is trying to gain the attention of the King of Spain and inform him of the abuses that were taking place in the New World; its purpose is therefore to presumably persuade the King of Spain to take action to improve the lives of native populations.*

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Question 3

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

Question: **Do the interpretations support the view that Cortes was responsible for defeating the Aztecs? [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.

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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 clearly supports the view that Cortes was responsible for defeating the Aztecs;*
- *the article states that Cortes was a great soldier and one of intense religious devotion; it states that his religious fervour was evident before every battle and that he was up against a Satanic society; these factors led to him being responsible for defeating the Aztecs;*
- *the article however, appeared on a website devoted to the promotion of the Catholic faith; the title of the article clearly demonstrates that the author is writing from a particular perspective;*
- *whilst research would have been undertaken and Cortes did play an important role in defeating the Aztecs, the predilections of the author and the intended audience may well have influenced the interpretation;*
- *Interpretation 2 does not support the view that Cortes was responsible for defeating the Aztecs;*
- *the interpretation states that the formidable weapons the Spanish had played a role in defeating the Aztecs; it states that the Spanish also brought disease in the form of smallpox to the Aztecs, that had devastating consequences; these were the key to the Aztecs being defeated; the assistance of other tribes also contributed to the fall of the Aztec empire;*
- *the author however, is writing from a rather more objective perspective; the article is more widely focused and as such has taken into account a range of contributory factors;*
- *given that the article was published on an academic website, the audience would presumably be a more general, less subjective one;*
- *answers should be able to reach a judgement about the degree of support for the view that Cortes was responsible for the defeat of the Aztecs, based on the content and authorship of the provided interpretations and an understanding of the wider historical debate over the issue.*

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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 impact of the Spanish conquest of the Aztecs? [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.

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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 impact of the Spanish conquest of the Aztecs;*
- *Source C is useful as it states the amount of dead surpassed that of what probably happened in the destruction of Jerusalem; it provides a description of the overwhelming smell emanating from the amount of dead bodies there were;*
- *it is also useful as it states that he was unsure as to where the disease came from;*
- *the source is useful as it was written by an author who was an eyewitness to the impact the disease had on the Aztecs;*
- *however, its usefulness may be affected by the fact that Diaz served under Cortes and may be influenced by his predilections; he may possibly be denying knowledge of where the disease came from to absolve the Spanish of responsibility;*
- *Source D is also useful as it was written by a Spanish priest who arrived in the New World in the early 1500s;*
- *it states that the smallpox disease was specifically brought over by one of Cortes' men, thereby clearly apportioning blame; it shows how over half the population died and rather than bury the dead, houses were simply pulled down over dead families in order to curb the smell that came from the bodies;*
- *it is useful because it comes from the perspective of one who arrived to witness the aftermath of the Spanish conquest;*
- *it may however, be rather subjective as it is written by a priest who is focusing his work on the history of the native population; it may therefore reflect his predilections on the impact of the conquest;*
- *neither source is more useful than the other, but answers should be able to reach a judgement about the varying utility of the sources into an investigation into the impact of the Spanish conquest of the Aztecs.*

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Question 5

Mark allocation:	*AO1 (b)*	*AO2*	*AO3*	*AO4(a-d)*	*SPaG*
21	**4**			**12**	**5**

Question: **'The Aztecs were an advanced, prosperous and cultured civilization who built beautiful and sophisticated cities.' To what extent do you agree with this interpretation? [16+5]**

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.

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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; it can be argued that the Aztecs were an advanced, prosperous and cultured civilization who built sophisticated cities;*
- *the interpretation can be supported by reference to several factors: the city of Tenochtitlan reflected the advanced nature of the Aztec civilization and impressed the Spanish upon their arrival; the construction and layout of the city was sophisticated for the time, both in terms of its architecture and by for example, the fact that many private houses had toilets;*
- *the interpretation is also supported by the fact that the Aztecs were prosperous in terms of their wealth, which had been acquired by the subjugation of other tribes in the region; the regular payment of tribute had led to the Aztecs acquiring great wealth, which was reflected in Tenochtitlan;*
- *it could also be argued that the Aztec civilization was cultured, reflected in their codices and by the highly structured way the society was ordered;*
- *however, in some ways this may be a somewhat generalised interpretation which ignores many of the negative aspects of Aztec civilization;*
- *candidates may assert that Aztec civilization was based on the ruthless suppression of neighbouring tribes and was sustained through war and conquest;*
- *this interpretation can be supported by the Aztec ritual of sacrifice, that witnessed many thousands sacrificed every year, including children as well as enemies or slaves;*
- *the brutality of the Aztec civilization was widely documented by the Spanish on their arrival and provides evidence to counter the interpretation;*
- *answers may comment on the fact that the article is on a general history website and as such may not be specialised in nature; its audience may also be general which may further influence the interpretation;*
- *candidates may comment on the fact the article is on a website that promotes the spread of Christianity and therefore may be somewhat contradictory in nature; 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 differing interpretations as part of a wider historical debate about the Aztec civilization.*

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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
High	4-5	• 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
Intermediate	2-3	• 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
Threshold	1	• 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	• 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

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