

**GCE**

**History A**

**Unit : Y205/01 Exploration, Encounters and Empire 1445 - 1570**

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 was of greater importance in the conquest of land for Spain in America?</b>  <b>(i) Cortes</b>  <b>(ii) Pizarro</b>  <b>Explain your answer with reference to both (i) and (ii).</b></p> <p><b>In dealing with Cortes,</b></p> <ul style="list-style-type: none"> <li>• Answers might consider the methods by which he subdued the Aztecs and other tribes.</li> <li>• Answers might consider the resources and strategic importance of New Spain.</li> <li>• Answers might consider the explorations made by Cortes into Central America.</li> </ul> <p><b>In dealing with Pizarro,</b></p> <ul style="list-style-type: none"> <li>• Answers might consider the defeat of the Inca civilisation.</li> <li>• Answers might consider the gold and silver deposits discovered (at Potosi, for example).</li> <li>• Answers might consider the exploration of the Amazon.</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>'The Portuguese government in Lisbon had little control over the administration of its overseas territories.' How far do you agree?</b></p> <p><b>In arguing that Lisbon had little control,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the autonomy of local administrative systems in Asian territories (captains, local officials and town councils), African outposts and Brazil.</li> <li>• <b>Answers might consider</b> the disparate nature of overseas territories.</li> <li>• <b>Answers might consider</b> the problem of distance.</li> <li>• <b>Answers might consider</b> the limited resources of the central government.</li> </ul> <p><b>In arguing Lisbon had some control,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the involvement of the royal family in overseas empire.</li> <li>• <b>Answers might consider</b> the existence of the Secretary for Imperial Affairs.</li> <li>• <b>Answers might consider</b> the role of the Church in exercising authority in the overseas territories.</li> <li>• <b>Answers might consider</b> the jurisdiction and role of the Council of India to regulate trade.</li> <li>• <b>Answers might consider</b> how central authority was stronger and more quickly established in the wealthier parts of Empire.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on 'how far' but at Level 4 may simply list factors</li> <li>• At Level 5 and above there will be judgement as to the relative control exercised by Lisbon.</li> <li>• At higher levels candidates might establish criteria against which to judge the degree of control exercised by Lisbon.</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>For which of the following did the expansion of overseas empire have the greatest consequences?</b>  <b>(i) European politics</b>  <b>(ii) the Catholic Church</b>  <b>Explain your answer with reference to both (i) and (ii).</b></p> <p><b>In dealing with political consequences,</b> answers might consider the prestige and power of the monarchs of Spain and Portugal.</p> <ul style="list-style-type: none"> <li>• Answers might consider the extent of the patronage at the disposal of the monarch.</li> <li>• Answers might consider the opportunity to distract the restless and allow an outlet for the ambitious.</li> <li>• Answers might consider the political complications of empire in distracting attention from European affairs and entanglements with other European states as a result of their competing interests overseas.</li> </ul> <p><b>In dealing with religious consequences,</b> answers might consider the huge scope afforded the Church to evangelise and convert others.</p> <ul style="list-style-type: none"> <li>• Answers might consider the opportunity for the Church to extend its authority, power and wealth.</li> <li>• Answers might consider the challenge posed by empire to the Biblical story and the teachings of the Church.</li> <li>• Answers might consider the response of the Church to the moral implications of conquest and settlement (the deaths of local inhabitants, slavery).</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>To what extent did geography explain the expansion of Portugal and Spain overseas?</b></p> <p><b>In arguing that geography explains the expansion of Portugal and Spain overseas,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that their coastline looked west across the Atlantic.</li> <li>• <b>Answers might argue</b> that the proximity of Africa made expansion possible by gradual, incremental steps.</li> <li>• <b>Answers might argue</b> that the wind system and currents made travel south and west possible with a prevailing wind in return.</li> <li>• <b>Answers might argue</b> that the numerous harbours or Portugal and Spain facilitated the development of shipbuilding works and the development of shipping skills.</li> </ul> <p><b>In arguing that other factors were important,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that the patronage of monarchs especially, Henry the Navigator of Portugal and Isabella of Spain were crucial.</li> <li>• <b>Answers might argue</b> that the initiative and adventurism of the people of Portugal and Spain were significant.</li> <li>• <b>Answers might argue</b> that the lure of riches (route to the Spice Islands) explains expansion.</li> <li>• <b>Answers might argue</b> that religious zeal explains overseas expansion.</li> <li>• <b>Answers might argue</b> that rivalry between Portugal and Spain stimulated overseas expansion.</li> </ul>		<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on ‘to what extent’ but at Level 4 may simply list factors.</li> <li>• At Level 5 and above there will be judgement as to the relative importance of geography.</li> <li>• At higher levels candidates might establish criteria against which to judge the importance of geography.</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>
<b>2. Level 6</b> 9–10 marks	<b>3.</b> 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.
<b>4. Level 5</b> 7–8 marks	<b>5.</b> 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.
<b>6. Level 4</b> 5–6 marks	<b>7.</b> 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.
<b>8. Level 3</b> 3–4 marks	<b>9.</b> 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.
<b>10. Level 2</b> 2 marks	<b>11.</b> 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.
<b>12. Level 1</b> 1 mark	<b>13.</b> 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.
<b>14. 0 marks</b>	<b>15.</b> 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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