GCSE MARKING SCHEME

SUMMER 2024

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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About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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COMPONENT 1: NON-BRITISH STUDY IN DEPTH

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

SUMMER 2024 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:

This section indicates the assessment objective(s) targeted in the question

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

Question: e.g. **Use Source A and your own knowledge to describe Columbus' treatment of native populations.** **[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

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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:

- *the source shows that Columbus believed the natives were preparing to attack his men, so he took measures to crush the people of the island;*
- *it states that he used 2000 well-armed soldiers as well as hunting dogs to attack the Indians;*
- *therefore, the source clearly suggests that Columbus' treatment of the native populations was harsh and brutal;*
- *Columbus' early encounters with native populations after landing at Guanahani in October 1492, were relatively peaceable, but as his search for gold increased, tensions rose;*
- *on his second expedition in 1493, the settlement at Isabela failed, discipline among the Spanish settlers weakened and conflicts with native populations increased; as a result, mismanagement and atrocities became more prevalent;*
- *on Hispaniola, the peaceful Tainos tribe were being driven to the point of war by the Spanish demands for gold, food and women and accusations of torture and brutality against the natives resulted in Columbus being arrested and replaced by Francisco de Bobadilla;*
- *Columbus' treatment of native populations resulted in the repartimento system which had long-term consequences; Spanish military actions against the natives also contributed to the considerable decline in their numbers which would eventually lead to slave-raiding.*

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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 Columbus's treatment of native populations.** **[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 that Columbus believed the natives were preparing to attack his men, so he took measures to crush the people of the island;*
- *it states that he used 2000 well-armed soldiers as well as hunting dogs to attack the Indians;*
- *therefore, the source clearly suggests that Columbus' treatment of the native populations was harsh and brutal;*
- *Columbus' early encounters with native populations after landing at Guanahani in October 1492, were relatively peaceable, but as his search for gold increased, tensions rose;*
- *on his second expedition in 1493, the settlement at Isabela failed, discipline among the Spanish settlers weakened and conflicts with native populations increased; as a result, mismanagement and atrocities became more prevalent;*
- *on Hispaniola, the peaceful Tainos tribe were being driven to the point of war by the Spanish demands for gold, food and women and accusations of torture and brutality against the natives resulted in Columbus being arrested and replaced by Francisco de Bobadilla;*
- *Columbus' treatment of native populations resulted in the repartimiento system which had long-term consequences; Spanish military actions against the natives also contributed to the considerable decline in their numbers which would eventually lead to slave-raiding.*

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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 letter written by Hernan Cortes to the Spanish King Charles V;*
- *the purpose of the source was to inform the King of the events surrounding the capture of the Aztec chief, Cuauhtémoc;*
- *the source shows how upon entering the lake, the Spanish were able to identify a canoe of importance and as a result seize the Aztec chief;*
- *the purpose of the source is to also inform the King that Cuauhtémoc was told not to fear, suggesting that he was well-treated;*
- *its purpose is also to impress upon the King the degree of danger and effort that was endured by the Spanish in order to finally end the war and achieve the final defeat of the Aztecs;*
- *the source was therefore meant to portray the actions of Cortes and his men in a favourable light, presumably in an effort to win favour from the King;*
- *the fact it was later published suggest that it was deemed appropriate in terms of justifying the actions taken by Cortes, the Spanish and their native allies.*

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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 the Aztecs were a cultured civilization**? **[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 supports the view that the Aztecs were a cultured civilization;*
- *the extract states that even though the sacrificial aspects of their religion were anathema to the Spanish, the Aztecs were great builders;*
- *it asserts that the Aztecs were highly specialised and cultured and exemplifies this through reference to the sophisticated farming economy, trading network and nature-based outlook;*
- *research would have been undertaken, but the fact that the author is a specialist on Aztec culture suggests a predilection to take an holistic approach; the fact that it is from an academic book suggests it is intended for a particular audience;*
- *Interpretation 2 does not support the view that the Aztecs were a cultured civilization;*
- *the interpretation states that the Aztecs were no superior to any of the other tribes in the area; indeed, that others were more cultured;*
- *it asserts that the sacrificial victims suffered cruel tortures and executions;*
- *the interpretation however, is from a Catholic encyclopaedia published between 1907 and 1912;*
- *this suggests that it may be subjective in nature and rather narrow in focus given the predilections of the website and the prospective audience;*
- *answers should be able to reach a judgement about the degree of support for the view that the Aztecs were a cultured civilization, 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 massacre at Cholula? [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 massacre at Cholula;*
- *Source C is useful as it is an extract from an account of the massacre by a Franciscan friar and missionary priest;*
- *the source is useful as it states that the Tlaxcalans manipulated the Spanish into undertaking the action; it suggests that because they had been at war with the Cholullans, it was an act of revenge;*
- *the usefulness of the source may be affected by the fact that the author may be attempting to deflect the blame for the massacre from the Spanish, especially since it appeared in the Florentine Codex;*
- *Source D is also useful to an historian as it is from a Spanish conquistador who served with Cortes during the conquest;*
- *the source is useful as it depicts the Cholullans in a negative light, suggesting they had betrayed the Spanish;*
- *it suggests that the action of the Spanish was fair and that the treachery of the Cholullans had to be punished;*
- *however, the usefulness of the source may be affected by the fact that the author may be attempting to justify the actions of the Spanish by providing a very subjective account;*
- *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 massacre at Cholula.*

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Question 5

Mark allocation:	*AO1 (b)*	*AO2*	*AO3*	*AO4(a-d)*	*SPaG*
19	**4**			**12**	**3**

Question: **'Spanish explorers such as Columbus were devout, courageous men whose explorations were driven by Faith.'**
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.

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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 Spanish explorers were driven in the ventures by their faith;*
- *the interpretation can be supported by reference to several factors: during this period religious fervour played an important part of the desire to explore; the strength of Catholicism during the Middle Ages had created the idea of a militant Christianity; by the fifteenth century this had developed into the desire to convert new peoples to Christianity;*
- *the interpretation is also supported by the fact that religion had become entwined with the desire for wealth and the expansion of trade; religious fervour was also strengthened by the desire to fight against what were deemed to be the barbaric practices of the native tribes of Central America;*
- *however, in some ways the interpretation may be rather narrow in focus as it does not take into account other factors that led the explorers to undertake the Voyages of Discovery;*
- *other historians and commentators may assert that there were a range of contributory factors that led to this period of exploration;*
- *candidates may comment upon the fact that trade played an important role in encouraging exploration; the closure of the trade routes to Asia by the Turks had created the need to find new routes to an extremely important trading market;*
- *candidates may also assert that technological developments enabled exploration to take place; the design of the caravel improved dramatically in the form of the carrack that emerged; long-distance voyages now became feasible and were greatly assisted by developments in map-making and navigation;*
- *answers may comment upon the fact that the interpretation was published on a website devoted to Catholicism; the title of the article also suggests a degree of subjectivity;*
- *candidates may also comment that the predilections of the website would suggest the audience would be sympathetic to the interpretation presented and may have influenced its formation;*
- *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 reasons for the Voyages of Discovery.*

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.

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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	**3**	• 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**	• 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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