

GCE

History A

Y204/01: Non-British period study: Genghis Khan and the explosion from the Steppes c.1167-1405

A Level

Mark Scheme for June 2024

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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.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the

highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
SC	Simple comment
?	Unclear
V	View

Question		Answer	Mark	Guidance
1	(a)	<p>Which of the following had the greatest impact on the reign of Khubilai Khan?</p> <p>(i) Buddhists</p> <p>(ii) Daoists</p> <p>In dealing with Buddhists, answers might consider that Khubilai Khan was a convert to Buddhism and favoured them, having been instructed by a Buddhist monk</p> <ul style="list-style-type: none"> • Answers might consider that Buddhists were advisors to Khubilai Khan • Answers might consider that all forms of Buddhism flourished • Answers might consider the tax exemptions that had been granted • Answers might consider their help in ruling China • Answers might consider that the Buddhist textual tradition influenced religious life <p>In dealing with Daoists, answers might consider that their influence diminished following 1258 Conference</p> <ul style="list-style-type: none"> • Answers might consider that Khubilai Khan judged the debate and found against the Daoists as they could not meet the challenge of curing illness or changing the weather • Answers might consider that Daoists were required to convert having lost the debate 	10	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • 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. • 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.

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none">• Answers might consider that Daoists were required to hand back temples and property taken from Buddhists• Answers might consider that No Daoists were imprisoned or executed		

Question		Answer	Mark	Guidance
1	(b)*	<p>How successful was the rule of Tokhtamysh?</p> <p>In arguing that the rule of Tokhtamysh was successful, answers might consider his conquests in the Muscovite principality and his burning of the city</p> <ul style="list-style-type: none"> • His early co-operation with Tamerlane • His success in taking over the Golden Horde • He was the first Khan to rule both halves of the Golden Horde, uniting both wings, the Blue and White Horde 1380-96 • His 1381 restoration of peace with the Genoese of Crimea • The Grand prince of Moscow acknowledged him as the new khan and his suzerain • His conquest of Baghdad and the murder of the caliph <p>In arguing that the rule of Tokhtamysh was not successful, answers might consider relations broke down in 1385 and were at war by 1387</p> <ul style="list-style-type: none"> • He was defeated Tokhtamysh in 1391 and occupied and sacked Sarai • Tamerlane was able to reach Moscow • Tokhtamysh lost his throne • Trade in Sarai and Azov declined • The Golden Horde declined following his defeat • The impact of the Timurid invasions 	20	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on how successful but at Level 4 may simply list successes and failures • At Level 5 there will be judgement as to 'how' successful • At higher levels candidates might establish criteria against which to judge success • To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions. • 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.

Question		Answer	Mark	Guidance
2	(a)	<p>Which of the following was impacted more by Tamerlane's rule?</p> <p>(i) Persia</p> <p>(ii) India</p> <p>In dealing with Persia, answers might consider the number of deaths that followed his conquest</p> <ul style="list-style-type: none"> • Answers might consider the repression of revolts against his rule in Persia • Answers might consider the plundering of Heart • Answers might consider the surrender of Tehran to avoid plunder • Answers might consider the fear his reputation created • Answers might consider the massacre at Isfahan • Answers might consider that craftsmen were moved from Persia to help build the imperial city at Samarkand <p>In dealing with India, answers might consider his attack on India, crossing the Indus in 1398</p> <ul style="list-style-type: none"> • Answers might consider the reduction of Delhi by his forces and the length of time it took to recover • Answers might consider the amount of spoil taken, rumoured it took 90 elephants to transport it 	10	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • 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. • 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.

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> • Answers might consider the impact on Indian art • Answers might consider the economic impact as crops and grain stores were destroyed and disease and famine followed • Answers might consider it destroyed the Tughlaq dynasty and Delhi Sultanate • Answers might consider it increased tensions between Hindus and Muslims 		

Question			Answer	Mark	Guidance
2	(b)*		<p>Assess the reasons for the military success of the Mongols in the period to 1264.</p> <p>Answers might argue that military organisation was the most important reason. Answers might consider Ordu, training, decimal system, professionalism, the keshi,</p> <ul style="list-style-type: none"> • The size of armies • The nature of the armies, including couriers and signals, light cavalry, mobility. • Military strategy and logistical planning of campaigns – use of the mangudei and ‘feint’, techniques of nomadic hunt and encirclement, extensive battle lines, communications, discipline. • Examples might include: attacks against the Khwarazmians and fall of Bukara (1220), campaign against the Bulgars (1236), the invasion of Poland and Hungary, Plain of Mohi 	20	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on assessing the reasons but at Level 4 may simply list the reasons • At Level 5 there will be judgement as to the relative importance of factors • At higher levels candidates might establish criteria against which to judge the importance of factors • To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions.

Question			Answer	Mark	Guidance
			<p>In arguing other reasons were more important, answers might consider leadership</p> <ul style="list-style-type: none"> Weakness of the opposition, methods of warfare and rule Military tactics and focus on the use of foreign soldiers, gunpowder, siege engines, barbarism and fear The role of Genghis and the Great Khans, impact of the death of Mongke and decrease in invasions by 1260 Samarkand, pursuit of Khwarazmian Shah, destruction of Riazin and Kiev, defeat of Ismaili, fall of Baghdad, and campaigns of Berke in Poland Limitations of military organisation following invasion (China) 		<ul style="list-style-type: none"> 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.

APPENDIX 1 – this contains a generic mark scheme grid

	<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>
	Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 9–10 marks	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.
Level 5 7–8 marks	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.
Level 4 5–6 marks	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.
Level 3 3–4 marks	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.
Level 2 2 marks	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.
Level 1 1 mark	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.
0 marks	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>
	Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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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