GCSE MARKING SCHEME

SUMMER 2023

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 2023 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

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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 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

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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 how the impact of the Spanish conquest of the Aztecs was extremely severe;*
- *it states that the impact of the smallpox epidemic was one in which vast numbers of people died; it states that as a result of the epidemic, the Aztecs were unable to resist the Spanish invaders;*
- *smallpox had an extremely significant impact, decimating the indigenous population and leading to a severe depletion in the labour force, to which the Spanish responded by importing slave labour;*
- *the Spanish conquest also had a negative effect in terms of their treatment of the indigenous people; the military campaign was brutal, based upon suppression; the subjugation of the indigenous people was continued in the encomienda system, a form of forced labour;*
- *the Christianisation of the indigenous population was also a very significant result of the conquest; missionary priests were sent to convert the indigenous population; the preaching of Catholicism ended the system of pagan beliefs and especially the practice of human sacrifice;*
- *Aztec buildings were destroyed in Tenochtitlán, most significantly the Templo Mayor; this was the first step in the erasing of Aztec culture;*
- *increased trade and the exploitation of the land by the Spanish were another significant impact; whilst this enriched Europe, especially Spain, the exploitation of land and minerals impoverished the indigenous population.*

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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 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 how the impact of the Spanish conquest of the Aztecs was extremely severe;*
- *it states that the impact of the smallpox epidemic was one in which vast numbers of people died; it states that as a result of the epidemic, the Aztecs were unable to resist the Spanish invaders;*
- *smallpox had an extremely significant impact, decimating the indigenous population and leading to a severe depletion in the labour force, to which the Spanish responded by importing slave labour;*
- *the Spanish conquest also had a negative effect in terms of their treatment of the indigenous people; the military campaign was brutal, based upon suppression; the subjugation of the indigenous people was continued in the encomienda system, a form of forced labour;*
- *the Christianisation of the indigenous population was also a very significant result of the conquest; missionary priests were sent to convert the indigenous population; the preaching of Catholicism ended the system of pagan beliefs and especially the practice of human sacrifice;*
- *Aztec buildings were destroyed in Tenochtitlán, most significantly the Templo Mayor; this was the first step in the erasing of Aztec culture;*
- *increased trade and the exploitation of the land by the Spanish were another significant impact; whilst this enriched Europe, especially Spain, the exploitation of land and minerals impoverished the indigenous population.*

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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 contemporary account of the Massacre in the Great Temple; it was written by an Aztec priest in 1520;*
- *its purpose was to show the events from an Aztec perspective; it states how the Spanish came armed for battle and were determined to kill people;*
- *the source reveals the brutality of the event in its depiction of how the Spanish attacked the Aztecs; its purpose is clearly to show the ruthlessness of the Spanish;*
- *the fact that it appeared in native language accounts suggests that it was intended to educate the indigenous population as to the real nature of the Spanish conquest and the actions they undertook;*
- *its translation into Spanish suggests that it was later used to portray the Spanish conquest in a less sympathetic light; attitudes towards the conquest and the events that took place were subject to revision and as such its purpose may have been to reinforce this;*
- *overall, the purpose of the source is to clearly depict a very negative portrayal of the Spanish actions during the Massacre in the Great Temple.*

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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 developments in ship technology led to the voyages of discovery? [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 developments in ship technology led to the voyages of discovery;*
- *the interpretation states that developments in design and rigging changed the nature of exploration; it states that ships could sail faster and were easier to steer; it adds that developments in navigational aids further contributed to the voyages of discovery, through the increased use of the quadrant and compass;*
- *the extract, however, is from an academic book focused on Europe and the wider world, written by an expert in maritime technology; the author is therefore writing from a particular perspective;*
- *whilst research would have been undertaken and developments in ship technology did play a role in the voyages of discovery, the predilections of the author and the intended audience may have influenced the interpretation;*
- *Interpretation 2 does not support the view that developments in ship technology led to the voyages of discovery;*
- *the interpretation states that religious fervour defined the age and that the idea of spreading the Catholic faith to other races was the main motivating factor for the Portuguese and Spanish undertaking the voyages of discovery; it states that other factors were insignificant;*
- *the article, however, appears on a general, non-specialist website and as such is rather narrow in focus;*
- *given that the article appeared on a period-based website that encompasses a range of general topics, the audience would presumably be more general in nature;*
- *answers should be able to reach a judgement about the degree of support for the view that developments in ship technology led to the voyages of discovery, 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 Aztec ritual of sacrifice? [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 Aztec ritual of sacrifice;*
- *Source C is useful as it is a depiction of an Aztec sacrifice; the source shows Aztec sacrifice victims having their hearts removed as part of the sacrifice ritual; in this respect it is an accurate depiction of what took place;*
- *it is also useful as it depicts the process taking place at the top of an Aztec temple by an Aztec priest presumably using an obsidian knife;*
- *the source is useful as it was produced in an Aztec codex, thus representing a presumably realistic depiction of the ritual of sacrifice;*
- *however, its usefulness may be affected by the fact that it is unknown who the depiction was produced for and by the lack of supporting evidence;*
- *Source D is also useful as it was written by Hernán Cortés in a letter to the Spanish King Charles V in 1519;*
- *it is useful as it states that the Aztec ritual of sacrifice involved the daily sacrifice of girls, boys and adults, who had their hearts removed as an offering to the Aztec gods;*
- *it is useful as he is suggesting that such practices be put to an end, practices he considered to be barbarous;*
- *however, the source's usefulness may be affected by the fact that it is a subjective view since Cortés may be seeking justification for undertaking aggressive action against the Aztecs; its usefulness may also be limited due to the fact that it was not published until 1522, after the defeat of the Aztec Empire;*
- *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 Aztec ritual of sacrifice.*

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Question 5

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

Question: **Cortés was a great soldier of the Church with a deep devotion to Mary – he was responsible for defeating the Aztecs.**

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 Cortés was responsible for defeating the Aztecs;*
- *the interpretation can be supported by reference to several factors: Cortés was able, after defeating the Tlaxcaltecs in battle, to persuade them to join the Spanish in an alliance; this alliance would later prove to be an important factor in the eventual Spanish victory; further alliances, such as with the Totonacs, further strengthened the Spanish position; Cortés's relationship with La Malinche also played an important role in defeating the Aztecs; through his relationship he learnt of the Aztecs plans at Cholula, which led to Cortés's pre-emptive assault;*
- *the interpretation is also supported by reference to the fact that Cortés's decision to ransom Montezuma put him in charge of the situation upon entering Tenochtitlán; even after the expulsion of the Spanish in La Noche Triste, Cortés was responsible for strengthening alliances and planning the siege of Tenochtitlán;*
- *however, in some ways, this may be a rather narrow interpretation which ignores many of the other factors that led to the defeat of the Aztecs;*
- *candidates may assert that Cortés was not responsible for defeating the Aztecs; this interpretation can be supported by reference to the fact that the Spaniards' superior weaponry was an important factor in defeating the Aztecs; candidates may also assert that the use of cavalry and brigantines were influential;*
- *the interpretation can also be challenged by reference to the devastating effects of the smallpox epidemic that ravaged the Aztec population, rendering their resistance much weakened in the face of the superiority of the Spanish forces and their indigenous allies;*
- *answers may comment upon the fact that the article appeared in a website devoted to Catholicism; as such its authors are writing from a very particular perspective, congruent with their beliefs;*
- *candidates may also comment upon the fact that the subjectivity of the interpretation is designed for its audience and is therefore narrow in focus;*
- *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 role of Cortés in defeating the Aztecs.*

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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	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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