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# **GCSE MARKING SCHEME**

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**AUTUMN 2020**

**HISTORY**

**COMPONENT 1: NON-BRITISH STUDY IN DEPTH**

**1F. The Voyages of Discovery and Conquest of the Americas, 1492-1522**

**C100UF0-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2020 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.

**MARK SCHEME AUTUMN 2020**  
**Component 1: NON-BRITISH STUDY IN DEPTH**  
**1F. The Voyages of Discovery and Conquest of the Americas, 1492-1522**

**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

<i>Mark allocation:</i>	AO1(b)	AO2	AO3 (a)	AO4
<b>5</b>	<b>3</b>		<b>2</b>	

Question: e.g. **Use Source A and your own knowledge to describe Columbus' expedition of 1492.** [5]

This is the question and its mark tariff.

**Band descriptors and mark allocations**

	AO1(b) 3 marks		AO3(a) 2 marks	
<b>BAND 2</b>	Demonstrates detailed understanding of the key feature in the question.	2-3	Accurate analysis of the source set within its historical context.	2
<b>BAND 1</b>	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 on October 12<sup>th</sup> 1492, Columbus' expedition arrived at an island called Guanahani;
- it shows how Columbus took possession of the island for Spain; he considered the natives capable of being converted to Christianity through love rather than force;
- prior to the events depicted in the source, Columbus had striven for several years to receive funding for his voyage; he was eventually able to persuade King Ferdinand and Queen Isabella to fund his expedition;
- sailing on three ships, the Santa Maria, Nina and Pinta, accompanied by the Pinzon brothers, the expedition left Palos in Spain on August 3<sup>rd</sup> 1492;
- after enduring difficulties at sea and a restless crew, the expedition finally reached land; Columbus' belief was that by sailing west he would reach Asia, thus opening up a new route;
- Columbus' efforts to find gold during his first expedition were not particularly successful; he did however discover Cuba and established a new route to what would become known as the New World;
- Columbus observed the native peoples and their lifestyles, but the Santa Maria was lost on December 25<sup>th</sup> when it ran aground;
- he left 39 men to build a fort at La Navidad and would return to Spain to considerable accolade, bringing back limited quantities of gold, some native Indians and other items of interest.

## **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.

## MARK SCHEME

### Component 1: NON-BRITISH STUDY IN DEPTH

#### 1F.The Voyages of Discovery and Conquest of the Americas, 1492-1522

##### Question 1

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

Question: **Use Source A and your own knowledge to describe Columbus' expedition of 1492.** [5]

##### Band descriptors and mark allocations

	AO1(b) 3 marks		AO3(a) 2 marks	
<b>BAND 2</b>	Demonstrates detailed understanding of the key feature in the question.	2-3	Accurate analysis of the source set within its historical context.	2
<b>BAND 1</b>	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 on October 12<sup>th</sup> 1492, Columbus' expedition arrived at an island called Guanahani;
- it shows how Columbus took possession of the island for Spain; he considered the natives capable of being converted to Christianity through love rather than force;
- prior to the events depicted in the source, Columbus had striven for several years to receive funding for his voyage; he was eventually able to persuade King Ferdinand and Queen Isabella to fund his expedition;
- sailing on three ships, the Santa Maria, Nina and Pinta, accompanied by the Pinzon brothers, the expedition left Palos in Spain on August 3<sup>rd</sup> 1492;
- after enduring difficulties at sea and a restless crew, the expedition finally reached land; Columbus' belief was that by sailing west he would reach Asia, thus opening up a new route;
- Columbus' efforts to find gold during his first expedition were not particularly successful; he did however discover Cuba and established a new route to what would become known as the New World;
- Columbus observed the native peoples and their lifestyles, but the Santa Maria was lost on December 25<sup>th</sup> when it ran aground;
- he left 39 men to build a fort at La Navidad and would return to Spain to considerable accolade, bringing back limited quantities of gold, some native Indians and other items of interest.

**Question 2**

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
<b>8</b>	<b>4</b>		<b>4</b>	

Question: **What was the purpose of Source B?** **[8]**

**Band descriptors and mark allocations**

	AO1(b) 4 marks		AO3 (a+b) 4 marks	
<b>BAND 3</b>	Demonstrates very detailed understanding of the historical context.	<b>3-4</b>	The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.	<b>3-4</b>
<b>BAND 2</b>	Demonstrates some understanding of the historical context.	<b>2</b>	The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.	<b>2</b>
<b>BAND 1</b>	Demonstrates only basic understanding of the historical context.	<b>1</b>	Answer mainly describes or paraphrases the source material with little analysis or evaluation.	<b>1</b>

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:

- Source B is an extract from a letter written by Hernan Cortes to the Spanish King Charles V in 1519;
- its main purpose is to describe the Aztec ritual of human sacrifice to the King;
- it states the sacrifices took place every day and were practised upon children and adults, with their hearts being taken out and offered to the Aztec gods;
- the purpose is to suggest to the King that the Spanish ought to take measures to put an end to the practice;
- the source can be viewed as a justification for Cortes' actions towards the Aztecs; Cortes is informing Charles of the horrors of human sacrifice as a way of gaining approval for the custom to be punished; he is seeking to influence King Charles and Cortes' letter would presumably be the only form of correspondence that the King would receive about the expedition;
- the letter, although dated 1519, was published in 1522, which could suggest it was later used as justification for the actions of Cortes and the Spanish during the intervening years.

**Question 3**

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

Question: **Do the interpretations support the view that religion was the main factor that led to the European voyages of discovery?** **[10]**

**Band descriptors and mark allocations**

	AO1(b) 4 marks		AO4 (a-d) 6 marks	
<b>BAND 4</b>	Demonstrates very detailed understanding of the key feature in the question.	<b>4</b>	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.	<b>5-6</b>
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	<b>3</b>	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.	<b>3-4</b>
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	<b>2</b>	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.	<b>2</b>
<b>BAND 1</b>	Generalised answer displaying limited understanding of the key feature in the question.	<b>1</b>	Makes simple comments about the interpretations with little analysis and evaluation; little or no judgement is reached.	<b>1</b>

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:

- *Interpretation 1 clearly supports the view that religion was the main factor that led to the European voyages of discovery;*
- *the article states that explorers such as Columbus deserved praise for bringing the Catholic faith to distant parts of the world; they should not only be praised for their discoveries, but for bringing the faith to native populations;*
- *the article however, appeared on a website devoted to 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 religion did play a role in leading to the voyages of discovery, the predilections of the author and the potential audience may have influenced the interpretation;*
- *Interpretation 2 does not support the view that religion was the main factor that led to the European voyages of discovery;*
- *the interpretation suggests that technological advances in shipping and navigation played a major role; improvements to masts and rigging meant ships were easier to sail;*
- *the author also suggests that the desire for increased trade, coupled with these developments, led to the voyages of discovery;*
- *the author however, is a maritime historian who is clearly a specialist in the field of maritime technology and the impact it had;*
- *the audience would presumably be a more general one, given the title of the book; research would have been undertaken, but the specialism of the author may have influenced the forming of the interpretation;*
- *answers should be able to reach a judgement about the degree of support for the view that religion led to the European voyages of discovery, based on the content and authorship of the provided interpretations and an understanding of the wider historical debate.*



**Question 4**

Mark allocation:	AO1 (b)	AO2	AO3 (a+b)	AO4
<b>11</b>	<b>3</b>		<b>8</b>	

Question: **Which of the sources is more useful to an historian studying the role of Hernan Cortes in conquering the Aztecs?** **[11]**

**Band descriptors and mark allocations**

	AO1(b) 3 marks			AO3 (a+b) 8 marks	
			<b>BAND 4</b>	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.	<b>7-8</b>
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	<b>3</b>	<b>BAND 3</b>	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.	<b>5-6</b>
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	<b>2</b>	<b>BAND 2</b>	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.	<b>3-4</b>
<b>BAND 1</b>	Demonstrates limited understanding of the key feature in the question.	<b>1</b>	<b>BAND 1</b>	Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	<b>1-2</b>

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:

- both sources are of varying usefulness to an historian studying the role of Hernan Cortes in conquering the Aztecs;
- Source C is useful as it states that the conquest of Mexico and the conversion of its people to Christianity should be recognised as a great event in history;
- it states that Cortes played the key role in conquering the land and converting the people whilst destroying their idols;
- it praises his role in ending the ritual of sacrifice and emphasizes the ending of the practice of eating human flesh;
- the source is useful because it was written by an author who had first-hand access to Cortes and the conquistadores;

- *however, its usefulness may be affected by the predilections of the author and be from a narrow perspective;*
- *Source D is also useful as it was written by a conquistador who served under Cortes during the conquest of Mexico;*
- *it states that Cortes was subject to malicious remarks; comments were made that accused Cortes of losing the battle and held him responsible for the deaths of Spanish soldiers; it also suggests that he had hidden gold from his men;*
- *it is useful because it shows that there were negative perceptions of Cortes; it can be considered useful because Diaz served under Cortes and it suggests that he was loyal to him;*
- *however, it does appear to be somewhat subjective, considering the comments about Cortes to be 'malicious'; it may only present a certain perspective on the role of Cortes;*
- *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 role of Cortes in conquering the Aztecs.*

**Question 5**

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4(a-d)</i>	<i>SPaG</i>
<b>19</b>	<b>4</b>			<b>12</b>	<b>3</b>

Question: **‘The Spanish had a positive effect on Aztec civilization because they helped modernize Aztec society and end the practice of human sacrifice.’**

**To what extent do you agree with this interpretation?**

**[16+3]**

**Band descriptors and mark allocations**

	<b>AO1(b) 4 marks</b>		<b>AO4 (a-d) 12 marks</b>	
<b>BAND 4</b>	Demonstrates very detailed understanding of the key feature in the question.	<b>4</b>	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.	<b>10-12</b>
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	<b>3</b>	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.	<b>7-9</b>
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	<b>2</b>	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference to authorship.	<b>4-6</b>
<b>BAND 1</b>	Demonstrates basic understanding of the key features in the question.	<b>1</b>	Makes limited comments about the interpretation with little analysis and evaluation. Little or no judgement reached.	<b>1-3</b>

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:

- *to some extent this interpretation is accurate; it can be argued that the Spanish had a positive effect on the Aztec civilization;*

- *the interpretation can be argued by reference to several factors: the Aztecs had ruled the area by brutal force and had been in an almost constant state of conflict with neighbouring tribes; the Spanish brought an end to the barbaric practice of human sacrifice;*
- *the Spanish also helped to modernise the Aztec civilization, bringing European technology with them and imposing one faith on the peoples; Catholic education was provided for the native populations;*
- *the interpretation may have been influenced by the fact that the ending of the Aztec ritual of human sacrifice has featured prominently in discussions over the merits of the Spanish conquest;*
- *however, in some ways this may be a simplistic, generalised interpretation which ignores many of the negative effects of the Spanish conquest;*
- *candidates may assert that the Aztec civilization was virtually destroyed by the Spanish; the importation of European diseases decimated the indigenous population, which in turn led to the Spanish increasingly relying on slave labour;*
- *the imposition of the encomienda system was essentially one of forced labour; the treatment of natives was very poor;*
- *candidates may assert that many elements of Aztec culture were eradicated; Catholicism was brutally imposed upon the civilization and that the wealth of the Aztecs was systematically plundered by the Spanish;*
- *answers may comment on the fact that the author, an English teacher, is not a specialist in Aztec history; as such the article appears to be very generalised and non-specialist in focus; its audience also appears to be general in nature, which may further influence the interpretation;*
- *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 effects of the Spanish conquest on the Aztecs.*

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
<i>High</i>	3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>