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# **GCSE MARKING SCHEME**

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**SUMMER 2018**

**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 2018 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 SUMMER 2018

### 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:

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

Question: e.g. Use Source A and your own knowledge to describe the Aztec ritual of sacrifice. [5]

##### Band descriptors and mark allocations

In this question three fifths of the marks are awarded for understanding of the historical context. Two fifths of the marks are awarded for source analysis.

	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

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 a depiction of human sacrifice;
- it shows a victim whose heart has been cut out with what looks like a sharp implement; the victim has been restrained;
- the ritual is taking place at the top of an Aztec temple-pyramid and the heart is being offered to the Sun, presumably with ceremonial meaning;
- the Aztec ritual of sacrifice was part of their belief that they owed blood-debt to the gods who had sacrificed themselves for humans;
- in addition to humans, animals would be sacrificed in order to avoid disaster by paying a never-ending debt;
- it is believed that many thousands a year were sacrificed by the Aztecs;
- victims were painted and their heart cut out, sometimes with an Obsidian knife; the body would be thrown down the temple and disposed of in various ways;
- enemy warriors were sacrificed as they were considered to be of greater value;
- the Aztecs had a range of gods that needed to be satisfied, such as Huitzilopochtli.

## **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 SUMMER 2018

### 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 the Aztec ritual of sacrifice.** **[5]**

##### Band descriptors and mark allocations

	AO1(b) 3 marks		AO3(a) 2 marks	
<b>BAND 2</b>	<b>Demonstrates detailed understanding of the key feature in the question.</b>	<b>2-3</b>	<b>Accurate analysis of the source set within its historical context.</b>	<b>2</b>
<b>BAND 1</b>	<b>Demonstrates some understanding of the key feature in the question.</b>	<b>1</b>	<b>Source is analysed through reference to its content only.</b>	<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:

- *the Source shows a depiction of human sacrifice;*
- *it shows a victim whose heart has been cut out with what looks like a sharp implement; the victim has been restrained;*
- *the ritual is taking place at the top of an Aztec temple-pyramid and the heart is being offered to the Sun, presumably with ceremonial meaning;*
- *the Aztec ritual of sacrifice was part of their belief that they owed blood-debt to the gods who had sacrificed themselves for humans;*
- *in addition to humans, animals would be sacrificed in order to avoid disaster by paying a never-ending debt;*
- *it is believed that many thousands a year were sacrificed by the Aztecs;*
- *victims were painted and their heart cut out, sometimes with an Obsidian knife; the body would be thrown down the temple and disposed of in various ways;*
- *enemy warriors were sacrificed as they were considered to be of greater value;*
- *the Aztecs had a range of gods that needed to be satisfied, such as Huitzilopochtli.*

**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	
<b>BAND 3</b>	<b>Demonstrates very detailed understanding of the historical context.</b>	<b>3-4</b>	<b>The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.</b>	<b>3-4</b>
<b>BAND 2</b>	<b>Demonstrates some understanding of the historical context.</b>	<b>2</b>	<b>The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.</b>	<b>2</b>
<b>BAND 1</b>	<b>Demonstrates only basic understanding of the historical context.</b>	<b>1</b>	<b>Answer mainly describes or paraphrases the source material with little analysis or evaluation.</b>	<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 sent by Cortes to the Spanish King Charles V; it gives a partial account of what came to be known as the massacre at Cholula;*
- *the purpose of the source is clearly to portray a version of the events that supported Cortes' actions;*
- *in the letter he states that Montezuma had ordered the Cholulans to attack and kill the Spaniards; this was revealed to Cortes by his interpreter; as a result he took pre-emptive action, imprisoning the chiefs and then embarking upon a ruthless suppression of the city;*
- *Cortes would obviously wish to justify his actions to the Spanish King, on whose favour Cortes relied; the source may therefore be a biased depiction of the events that took place; this is implied by the figures that Cortes presents;*
- *the fact that the letter was not published until after the Spanish conquest was complete may well show it was used to again portray a version of events favourable to the Spanish.*

**Question 3**

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

Question: **Do the interpretations support the view that factors such as hunger and disease led to the defeat of the Aztecs?**

**[10]**

**Band descriptors and mark allocations**

	<b>AO1(b) 4 marks</b>		<b>AO4 (a–d) 6 marks</b>	
<b>BAND 4</b>	<b>Demonstrates very detailed understanding of the key feature in the question.</b>	<b>4</b>	<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>	<b>5-6</b>
<b>BAND 3</b>	<b>Demonstrates detailed understanding of the key feature in the question.</b>	<b>3</b>	<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>	<b>3-4</b>
<b>BAND 2</b>	<b>Demonstrates some understanding of the key feature in the question.</b>	<b>2</b>	<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>	<b>2</b>
<b>BAND 1</b>	<b>Generalised answer displaying limited understanding of the key feature in the question.</b>	<b>1</b>	<b>Makes simple comments about the interpretations with little analysis and evaluation; little or no judgement is reached.</b>	<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 strongly supports the view that factors such as hunger and disease led to the defeat of the Aztecs;*
- *it clearly describes how weakened the Aztecs were as a result of these factors and that it meant they could not resist the final Spanish assault;*
- *the interpretation however, despite being written by a specialist in the subject for an academic study of the Aztecs, appears to be a sympathetic portrayal of their plight; references to 'courageous resistance' among other similar sentiments may imply the author was writing from a particular perspective;*
- *Interpretation 2 does not support the view that these factors led to the defeat of the Aztecs;*
- *it clearly focuses upon the military superiority of the Spanish in terms of their use of infantry formations and the devastating effect of their cavalry on the battlefield; it states that the discipline of the Spanish was a key factor in defeating the Aztecs;*
- *however, the author has clearly written from a perspective that specifically focuses on the military tactics of the Spanish, as shown in the title of the article; the interpretation appears to be a more specialist account which would be targeted at a particular audience; answers should be able to reach a judgement about the degree of support for the view that factors such as disease and hunger led to the defeat of the Aztecs, based on the content and authorship of the provided interpretations and an understanding of the wider historical debate over the issue.*

**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 Columbus' treatment of native populations?**

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

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 Columbus' treatment of native populations;
- Source C is useful because it is a first-hand account by Columbus himself of his dealings with and treatment of native people; he informs the King and Queen of Spain that the Spanish under his command acted with kindness and generosity towards the natives;

- *however, the source is clearly biased as Columbus would wish to portray a sympathetic view of his actions in his official report to the monarchy; it is useful however, as it shows an historian his perspective on events;*
- *Source D is also useful to an historian as it is written by a person who was an eye-witness to how natives were treated under Columbus' control;*
- *the source portrays a very different view, stating that Columbus was keen to crush any hint of resistance amongst the natives; it shows the force and brutality with which they were dealt with, even referring to hunting dogs tearing the Indians apart;*
- *however, this source may also be biased as its author was interested in the rights of native peoples and therefore wishes to portray a view that promotes his aims;*
- *neither source is more useful than the other, but answers should be able to reach a judgement about the relative utility of the sources in an investigation into Columbus' treatment of natives during this period.*

### Question 5

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

Question: **‘The idea of spreading the Catholic faith to the heathen races was the main reason for Portuguese and Spanish explorers to undertake their voyages of discovery.’**

**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	
<b>BAND 4</b>	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
<b>BAND 3</b>	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
<b>BAND 2</b>	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
<b>BAND 1</b>	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.

### **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; religion played a major role in stimulating the voyages of discovery; the desire to spread the Catholic faith and convert native peoples were strong driving factors in expansion;*
- *this interpretation can be argued by reference to the idea of divine mission that accompanied the desire of captains and explorers to convert people to Christianity;*
- *the strength of religious fervour during this period is well-documented in primary evidence from sources such as Columbus and Cortes; the fervour helps to explain the violence that came to be associated with the imposition of Spanish and Portuguese rule on indigenous peoples;*
- *answers may comment upon the fact that the article is on a history website and has therefore presumably been researched;*
- *however, in some ways the stated interpretation is narrow in its focus and fails to take account of a wide range of factors that led to the voyages of discovery;*
- *the historical context needs to be considered; a range of factors coincided to drive exploration: technology had improved in terms of navigation, ship design and map reading; these enabled the journeys to take place; the desire to increase trade and the fact that overland trade routes with Asia had been closed by the Turks stimulated westward exploration; a sense of curiosity and the desire for wealth and power inevitably played important roles as well;*
- *answers may comment upon the fact that the article is not specialist, appearing on a very general website that is not focused upon the voyages of discovery per se; this may have resulted in the interpretation making a sweeping assertion;*
- *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 different interpretations of 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.

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.

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<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>