

GCE

History A

Unit Y204/01: Genghis Khan and the Explosion from the Steppes
c.1167 - 1405

Advanced GCE

Mark Scheme for June 2018

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
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
P	Provenance
SC	Simple comment
	Unclear
V	View

Here are the subject specific instructions for this question paper

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix.

Section A

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>Which of the following was more important in explaining the military victories of Genghis Khan?</p> <p>(i) military tactics (ii) Genghis' leadership</p> <p>Explain your answer with reference to both (i) and (ii)</p> <ul style="list-style-type: none"> • In dealing with military tactics answers might suggest the logistical planning of campaigns was significant, particularly the use of mangudei and feint. • Answers might suggest the importance of nomadic hunt and encirclement, the use of light cavalry and the size of the armies. • Answers might suggest the ability to sustain extensive battle lines, development of communications and discipline were important. • In dealing with Genghis' leadership, answers might suggest that his title carried spiritual significance that inspired soldiers. • Answers might suggest that it was agreed that it was his destiny to rule the world, which inspired loyalty. • Answers might suggest that he was a great soldier and experienced warrior. 	10	<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 'military tactics' and 'Genghis' leadership' • Answers may deal with each factor in turn, then compare them to reach a judgement, or may 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/Indicative content	Mark	Guidance
(b)	<p data-bbox="365 209 1025 240">How successful was the rule of Khubilai Khan?</p> <ul style="list-style-type: none"> <li data-bbox="394 277 1066 408">• In arguing that Khubilai’s rule was successful answers might consider that his influence went beyond China and Mongolia and included the Ilkhanate and Golden Horde. <li data-bbox="394 416 1077 480">• Answers might consider that the Mongol Empire covered 1/5 of the inhabited world. <li data-bbox="394 488 1106 584">• Answers might consider that he established the Yuan dynasty and he became the first non-Native to conquer all of China. <li data-bbox="394 592 1106 687">• Answers might consider that he promoted economic growth by rebuilding the Grand Canal and extending highways. <li data-bbox="394 695 1077 759">• Answers might consider the creation of a unified paper currency. <li data-bbox="394 767 1115 791">• Answers might consider his relations with Muslims. <li data-bbox="394 799 1115 863">• Answers might consider his military conquests and victories against Burma, Vietnam and Java. <li data-bbox="394 871 1066 935">• Answers might consider the establishment and results of direct contact with Europe. <li data-bbox="394 943 1070 1007">• Answers might consider developments in water irrigation. <li data-bbox="394 1038 1099 1134">• In arguing that his rule was not successful, it might be argued that his power was limited to China and Mongolia. <li data-bbox="394 1142 1122 1206">• Answers might consider the military failures against Japan. <li data-bbox="394 1214 1122 1278">• Answers might consider the impact of the invasions on the economy and resulting inflation. <li data-bbox="394 1286 1066 1350">• Answers might consider the problem of internal unrest. <li data-bbox="394 1358 1048 1422">• Answers might consider how his controversial election added to disunity. 	20	

Question		Answer/Indicative content	Mark	Guidance
2	(a)	<p>Which of the following was of greater significance in the development of trade? (i) the Silk Road (ii) Pax Mongolica Explain your answer with reference to both (i) and (ii)</p> <ul style="list-style-type: none"> • In dealing with the Silk Road answers might suggest that it provided a link with the west and opened up new markets. • Answers might suggest that it allowed access to luxury goods, such as silk, satin and muslin. • Answers might suggest that it led to developments in transport and the caravan trade. • In dealing with Pax Mongolica, answers might suggest that it led to increased trade under Khubilai Khan. • Answers might suggest that it provided security for merchants and artisans, encouraging trade. • Answers might suggest that it provided new opportunities for Chinese manufacturing. 	10	<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 ‘the Silk Road’ and ‘Pax Mongolica’ • Answers may deal with each factor in turn, then compare them to reach a judgement, or may 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/Indicative content	Mark	Guidance
(b)	<p>Assess the reasons why some Khanates converted to Islam</p> <ul style="list-style-type: none"> • In arguing that it was due to political advantages that could be gained, answers might argue that the Mongol elite favoured Islam as it strengthened their rule over Muslim majority populations. • Answers might consider that many Muslims were well educated and played a significant role in government. • Answers might consider that in some instances it gained them allies with Muslim rulers. • Answers might consider Ghazan Khan was at war with the Mamluks and therefore conversion was expedient. • In arguing that there were other reasons, answers might consider the influence of Muslim wives on the Khans. • Answers might consider the influence of Mamluk rulers. • Answers might consider the religious toleration that allowed religious freedom. • Answers might consider that there is no evidence that Berke's conversion was for political reasons. • Answers might consider that some Khans had already converted before they became Khans. • Answers might consider the religious fanaticism of rulers such as Tamerlane. 	10	<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 and above there will be judgement about the reasons. • At higher levels candidates might establish criteria against which to judge the reasons. • To be valid judgements, claims must be supported by relevant and accurate facts. 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 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.

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

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Facsimile: 01223 552553

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