

GCE

History A

Unit Y205/01: Exploration, Encounters and Empire 1445 - 1570

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.

Question		Answer	Marks	Guidance
1	(a)	<p>Which of the following gained more from the slave trade?</p> <p>(i) Spain and Portugal (ii) Spanish and Portuguese colonists</p> <p>Explain your answer with reference to both (i) and (ii)</p> <ul style="list-style-type: none"> • In dealing with Spain and Portugal, answers might argue that the shipping industries of both countries gained. • Answers might argue that the sale of slaves enabled the purchase of goods from the colonies and their importation to the home country. • Answers might argue that the trade generated income through customs returns. <ul style="list-style-type: none"> • In dealing with Spanish and Portuguese colonies, answers might argue that it provided a cheap source of labour. • Answers might argue that the labour allowed the development of the new lands not least as indigenous populations declined. • Answers might argue it was the basis of the development of plantation agriculture in the colonies (tobacco and sugar). • Answers might argue that the source of the slaves – Gulf of Guinea and Angola – was an important factor in the settlement of these areas. 	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 question. • 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	Marks	Guidance
(b)*	<p data-bbox="353 204 1093 236">How important was Portuguese settlement in Africa?</p> <ul data-bbox="398 276 1182 898" style="list-style-type: none"> • In arguing that Portuguese settlement was important, answers might argue that it began the process of overseas expansion. • Answers might argue that it led to the mapping of the coastline of Africa. • Answers might argue that the staging posts established provided the bases from which further expansion could proceed. • Answers might argue that it led to the discovery of the Cape of Good Hope and the route to the Far East. • Answers might argue that access to the gold or Arguim and the ivory and copper of the interior of East Africa. • Answers might argue that the slave trade developed from there and was to become of immense importance. • Answers might discuss the size and location of Portuguese settlements (small and confined to the coast). • Answers might argue that in few areas did the Portuguese have hegemony. 	20	<ul data-bbox="1406 212 2045 786" style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on ‘how important’ but at Level 4 may simply list factors. • At Level 5 and above, there will be judgements as to the relative merits of the points discussed. • At higher levels, candidates might establish criteria against which to judge the importance of Portuguese settlement. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation; it should only be credited where it is used to analyse and evaluate the sources, in line with descriptions in the levels mark scheme.

Question		Answer	Marks	Guidance
2	(a)	<p>Which of the following was of greater importance as a reason for the patronage of overseas exploration?</p> <p>(i) Power (ii) Curiosity</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with power, answers might argue that patrons hoped to increase their wealth. • Answers might argue that patrons aimed to extend their authority over other lands and people. • Answers might argue that patrons recognised the strategic value of overseas lands. • Answers might argue that patrons recognised the scope overseas lands would provide for them to control the nobility and vested interests in Spain and Portugal. <ul style="list-style-type: none"> • In dealing with curiosity, answers might argue that patrons were keen to confirm or otherwise the notion of a passage west to the Spice Islands. • Answers might consider the motives of Henry the Navigator as more to do with curiosity than anything else. • Answers might argue that Renaissance attitudes of the intrinsic merit of acquiring knowledge were important. • Answers might consider the widespread fascination with the myths and marvels of the unknown world. 	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 question. • 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	Marks	Guidance
(b)*	<p>'The main reason for the success of Spanish conquistadors was the superiority of their armies.' How far do you agree?</p> <ul style="list-style-type: none"> • In dealing with superior weapons, answers might consider the importance of gunpowder (canon and musket). • Answers might consider the effect of horses. • Answers might consider the type and quality of the soldiers. • Answers might consider the limited weaponry of the Aztecs and Incas. • Answers might argue the tactics of the local forces were simple and, on open fields in dense masses, they were vulnerable. • Answers might argue that the leadership of the Cortes and other conquistadors was better than local leaders. • Answers might argue that the Spanish were able to move more quickly and further without stopping for food as the Indians did and also avoid pursuit. <ul style="list-style-type: none"> • In dealing with other factors, answers might argue that the indigenous people were not united and the invaders formed alliances with tribes opposed to other tribes. • Answers might consider the docility of the Indian populations. • Answers might argue that the roads built by the Incas allowed the Spaniards access to the high Andes. • Answers might argue that the Spanish exploited the moral context: they believed God was on their side, the Indians were prepared to believe the Spanish were divine. • Answers might discuss the ruthlessness and deceit of the conquistadors. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on the importance of the Spanish armies but at Level 4 may simply list factors. • At Level 5 and above, there will be judgements as to the relative importance of their armies compared with other factors. • At higher levels, candidates might establish criteria against which to judge the armies of the conquistadors. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation; it should only be credited where it is used to analyse and evaluate the sources, in line with descriptions in the levels mark scheme.

	<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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