

## A Level History A

### Unit Y205

#### Exploration, Encounters and Empire 1445–1570

#### Sample Question Paper

### Date – Morning/Afternoon

Time allowed: 1 hour



**OCR supplied materials:**

- 12 page Answer Booklet

**Other materials required:**

- None



First name										
Last name										
Centre number						Candidate number				

#### INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Choose either Question 1 or Question 2 and Answer all parts of the question.
- Write your answer to each question on the Answer Booklet.
- Do **not** write in the bar codes.

#### INFORMATION

- The total mark for this paper is **30**.
- The marks for each question are shown in brackets [ ].
- Quality of extended responses will be assessed in questions marked with an asterisk (\*).
- This document consists of **4** pages.

Answer **EITHER** all of Question 1, or all of Question 2.

**1 (a)** Which of the following was of greater importance as a reason for overseas exploration in the period from 1445–1570?

- (i) Patronage
- (ii) Religion

Explain your answer with reference to both (i) and (ii).

[10]

**1 (b)\*** 'Individuals were the most important factor in the conquest of the New World.' How far do you agree?

[20]

OR

**2 (a)** Which of the following was of greater importance as a reason why the Portuguese were able to discover new trade routes in this period?

- (i) Ship design
- (ii) The skills of individual explorers

Explain your answer with reference to both (i) and (ii).

[10]

**2 (b)\*** To what extent did the settlement of overseas empires bring benefits to the conquered peoples?

[20]

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**...day June 20XX – Morning/Afternoon**

**A Level History A**

**Unit Y205 Exploration, Encounters and Empire 1445–1570**

**MARK SCHEME**

**Duration: 1 hour**

**MAXIMUM MARK 30**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on–screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log–in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
- where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
- if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.
- Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. Annotations

Annotation	Meaning



## 12. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	<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>
	<b>Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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.

Question		Answer	Marks	Guidance
1	(a)	<p><b>Which of the following was of greater importance as a reason for overseas exploration in the period from 1445–1570?</b></p> <p>(i) Patronage (ii) Religion</p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with patronage</b>, answers might consider the cost of financing voyages and how patrons supplied this.</li> <li>• Answers might consider the role of Isabella in supporting Columbus.</li> <li>• Answers might consider the role of Henry the Navigator and John in supporting Portuguese voyages.</li> <li>• <b>In dealing with religion</b>, answers might consider the piety of Isabella and her desire to spread Catholicism.</li> <li>• Answers might consider the search for Prester John in Africa.</li> <li>• Answers might argue that there was a desire to spread Christianity.</li> <li>• Answers might argue that explorers commented on the dual motives of religion and wealth.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to question.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or make take a continually comparative approach. Either approach is acceptable.</li> <li>• 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.</li> </ul>
1	(b)*	<p><b>‘Individuals were the most important factor in the conquest of the New World.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that individuals were responsible</b>, answers might consider the role of Cortes in destroying the Aztecs.</li> <li>• Answers might consider the role of Pizarro in the conquest of the Incas.</li> <li>• Answers might consider the role of Columbus, which encouraged conquest, and Velazquez and Balboa who</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on ‘how far’, but at Level 4 may simply list factors.</li> <li>• At Level 5 and above there will be judgement as to the relative importance of individuals.</li> <li>• At higher levels candidates might establish criteria against which to judge the most important reason.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate facts. If not, they are assertions.</li> </ul>

Question	Answer	Marks	Guidance
	<p>set up the first settlements.</p> <ul style="list-style-type: none"> <li>• <b>In arguing that it was other factors</b>, answers might consider the assistance given to the conquistadors by local enemies of the Aztecs.</li> <li>• Answers might consider the superior weapons available to the Conquistadors.</li> <li>• Answers might consider the Conquistadors' ability to use horses to good strategic effect.</li> <li>• Answers might consider the weaknesses of the Aztecs and Incas.</li> </ul>		<ul style="list-style-type: none"> <li>• 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.</li> </ul>
2 (a)	<p><b>Which of the following was of greater importance as a reason why the Portuguese were able to discover new trade routes in this period?</b></p> <p style="padding-left: 40px;">(i) Ship design (ii) The skills of individual explorers</p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with ship design</b>, answers might consider the importance of the development of the caravel which was more efficient, easily manoeuvrable.</li> <li>• Answers might argue that the new ships needed a smaller crew and therefore were more efficient.</li> <li>• Answers might argue that the new ships were better able to cope with the conditions in the oceans.</li> <li>• Answers might consider the development of the larger carrack which meant trade became more profitable.</li> <li>• <b>In dealing with the skills of individual explorers</b>, answers might consider the role of da Gama in establishing trading posts along the African coast and the Indian Ocean.</li> <li>• Answers might consider the role of Cabral and the acquisition of Brazil.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• Judgement must be supported by relevant and accurate material. If not, mark as assertion.</li> <li>• Only credit material relevant to why the Portuguese were able to discover new trade routes.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or make take a continually comparative approach. Either approach is acceptable.</li> <li>• 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.</li> </ul>

Question		Answer	Marks	Guidance
		<ul style="list-style-type: none"> <li>Answers might consider the skills in voyaging into uncharted waters, rounding the Cape, voyages where land was not visible and overcoming stories of sea monsters.</li> </ul>		
2	(b)*	<p><b>To what extent did the settlement of overseas empires bring benefits to the conquered peoples?</b></p> <ul style="list-style-type: none"> <li><b>In arguing that overseas empires brought benefit to the conquered peoples</b>, answers might argue that the settlers wanted to develop the economies.</li> <li>Answers might argue that the settlers brought the conquered peoples a system of government and administration.</li> <li>Answers might argue that the settlement introduced cash crops to the regions.</li> <li><b>In arguing that they did not bring benefits to the conquered peoples</b>, answers might consider the demographic impact.</li> <li>Answers might argue that they destroyed the indigenous culture.</li> <li>Answers might argue that the settlers simply exploited the regions for raw materials or slaves.</li> <li>Answers might consider the destruction of native civilisations.</li> </ul>	20	<ul style="list-style-type: none"> <li>No set answer is expected.</li> <li>At higher levels candidates will focus on 'to what extent', but at Level 4 may simply list benefits/harm.</li> <li>At Level 5 and above there will be judgement as to the relative benefits.</li> <li>At higher levels candidates might establish criteria against which to judge benefits.</li> <li>To be valid judgements, claims must be supported by relevant and accurate facts. If not, they are assertions.</li> <li>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.</li> </ul>



## Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	Total
1a/2a	10			10
1b/2b	20			20
Totals	30			30

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