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<b>“More than anything else, it was the support given by Native American people which led to Cortés’ victory over the Aztecs”. How far do you agree with this view?</b>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>	
<b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	
<b>Level 6 (16–18 marks)</b>	<p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. To reach Levels 4 and 5, this must involve considering aspects beyond the one in the question i.e. “support from Native Americans” AND at least one other factor in the sort of depth/clarity required by the level.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of causation (reasons for any support for Spaniards) and similarity/difference (diversity within Aztec empire) but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing include: the aid and welcome given to the Spanish in their first days on the mainland; the interpreter role and influence of Malinche; most of all, the alliance with the Tlaxcalans and Cortés’ ability to keep it alive after the Night of Tears.</i></p> <p><i>Grounds for disagreeing may include: Spanish ruthlessness; Spanish weaponry and horses; early impact of disease on Aztecs; internal weaknesses in the Aztecs including Moctezuma’s leadership and the possibility that prophecies allowed the Spanish to gain a foothold; failure of Aztecs to cut off Cortés’ escape from the city.</i></p>
Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).	
Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	
<b>Level 5 (13–15 marks)</b>	
Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
<b>Level 4 (10–12 marks)</b>	
Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
<b>Level 3 (7–9 marks)</b>	
Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
<b>Level 2 (4–6 marks)</b>	
Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	

<p><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

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Question 9* – 18 marks	
<b>“Aztec civilisation was harsh, brutal and unattractive”. How far do you agree with this view?</b>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>	
<b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	
<b>Level 6 (16–18 marks)</b>	<p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of similarity / difference (diversity of Aztec activity and achievement) and causation (reasons for Aztec behaviour and custom) but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing include: the harshness of the tribute system and fearfulness/brutality of Aztec religion especially human sacrifice; the way this led to regular punitive raids on dependencies with little excuse to gain necessary prisoners for sacrifice; Other customs involving death penalties.</i></p> <p><i>Grounds for disagreeing include: Aztec aesthetic achievements in working in precious metals, feathers, jewels and images etc. The size and complexity of Tenochtitlan. Some may also argue that judgements about harshness etc. are all relative and that the Spanish themselves showed considerable brutality in their conquests. When making this point or supporting arguments about Aztec art, the evidence must go beyond that available in Questions 1 and 2.</i></p>
Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).	
Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	
<b>Level 5 (13–15 marks)</b>	
Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
<b>Level 4 (10–12 marks)</b>	
Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
<b>Level 3 (7–9 marks)</b>	
Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
<b>Level 2 (4–6 marks)</b>	
Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	

<p><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

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## Assessment Objectives (AO) grid

## Section A

Question	AO1	AO2	AO3	AO4	Marks
1 (a–c)	3				3
2	6	3			9
3	5	5			10
4/5	6	12			18
<b>Total</b>	<b>20</b>	<b>20</b>			<b>40</b>

## Section B

Question	AO1	AO2	AO3	AO4	Marks
6	2	0	5		7
7	5	0	5	5	15
8/9	6	12			18
<b>Total</b>	<b>13</b>	<b>12</b>	<b>10</b>	<b>5</b>	<b>40</b>

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