

**GCE**

**History A**

Unit **Y235/01**: Exploration, Encounters and Empire 1445–1570

Advanced Subsidiary GCE **H105**

**Mark Scheme for June 2016**

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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
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View

1. Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix
2. Here is the mark scheme for this question paper.

Question	Answer	Marks	Guidance
1*	<p><b>'The consequences of Portuguese and Spanish settlement overseas for indigenous peoples were entirely negative'. How far do you agree?</b></p> <p><b>In assessing the negative consequences of settlement overseas:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might discuss</b> the attitudes of Europeans to indigenous peoples who were regarded as inferior.</li> <li>• <b>Answers might discuss</b> how local labour was exploited with the introduction of forms of feudalism.</li> <li>• <b>Answers might discuss</b> how native culture and traditions were undermined in an attempt to impose European ways.</li> <li>• <b>Answers might discuss</b> the creation of a social hierarchy with Europeans at the top.</li> <li>• <b>Answers might discuss</b> the forced conversion of indigenous peoples to Christianity and limits on native religious practice, or Christianisation of indigenous peoples</li> <li>• <b>Answers might discuss</b> the impact of European diseases.</li> </ul> <p><b>In assessing some of the positive effects of settlement overseas,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might discuss</b> the benefits of a uniform system of justice.</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At level 5 there will be judgement as to whether the consequences were entirely negative</li> <li>• At higher levels, answers might establish criteria against which to judge the consequences.</li> <li>• To be valid, judgements must be supported by relevant and accurate material. 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>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• <b>Answers might discuss</b> whether settlers were preferable to the rule of the Aztecs and the Incas.</li> <li>• <b>Answers might discuss</b> how settlers and indigenous peoples inter-married.</li> <li>• <b>Answers might discuss</b> how indigenous peoples gained economically from increased trade and the stimulus to farming and manufacture as a result of European settlement.</li> </ul> <p><b>Answers might discuss</b> the varied experiences of indigenous peoples highlighting differences between Spanish and Portuguese and regions within their spheres of influence.</p>		
2*	<p><b>‘Increased trade was the main economic and financial benefit of overseas empire for European countries in the period from 1445 to 1570’. How far do you agree?</b></p> <p><b>In assessing the benefits of increased trade:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might discuss</b> the volume of trade between colonies and the mother country.</li> <li>• <b>Answers might discuss</b> how specific towns expanded as a result of increased trade eg Seville, Antwerp, Amsterdam.</li> <li>• <b>Answers might discuss</b> how the slave trade developed.</li> <li>• <b>Answers might discuss</b> how empire affected the organisation of commerce: increase in monopolies and great companies and changes in business practice (commission trading etc).</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At level 5 there will be judgement as to the extent that it was the main benefit.</li> <li>• At higher levels, answers might establish criteria against which to judge the relative importance of the benefits.</li> <li>• To be valid, judgements must be supported by relevant and accurate material. 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>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• <b>Answers might discuss</b> the growth of deep-water fishing.</li> <li>• <b>Answers might discuss</b> the increase in State revenue from customs (the increase in smuggling might also be considered).</li> </ul> <p><b>In assessing some of the other economic and financial benefits of conquest and settlement:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might discuss</b> how empire boosted European industry and agriculture with increased demand for copper, wines, cloth, metal goods.</li> <li>• <b>Answers might discuss</b> the stimulus to shipbuilding and chandlery services.</li> <li>• <b>Answers might discuss</b> how empire supported the home economy with goods (sugar, olive oil, naval stores).</li> <li>• <b>Answers might discuss</b> the importance of silver bullion from New Spain, then Potosi as a means of paying for precious imports from Asia and the Baltic.</li> <li>• <b>Answers might discuss</b> the economic effects of emigration to empire and the internal migration of people to towns based on trade with empire.</li> </ul>		

## Section B

Question	Answer	Marks	Guidance
3	<p>Read the interpretation and then answer the question that follows:  <b>‘The explorers and conquerors who sailed from Europe in the fifteenth and sixteenth centuries were driven by a mixture of impulses of which economic factors were of greatest importance’.</b></p> <p><b>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</b></p> <p>The historical debate about the motives that inspired explorers and conquerors is focused on the relative importance of economic factors, religious convictions and the ideals of the Renaissance.</p> <p><b>In analysing and evaluating the strengths and limitations of the interpretation,</b> answers might consider the phrase ‘economic factors’ to be vague and worthy of more precise definition but positive in asserting a clear view.</p> <p><b>Answers might note</b> that the interpretation refers to a ‘mixture of impulses’ hinting at a range of motives their importance of which need to be assessed relative to ‘economic factors’.</p> <p><b>In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• The desire to find a cheaper and more reliable route to China, India and the East Indies for the products found there which were in great demand in Europe but which were threatened by the cost of the overland route and the expansion of Muslim influence in Arabia.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation.</li> <li>• Candidates must refer to at least one other interpretation.</li> <li>• The quality of analysis and evaluation of the interpretation should be considered when assigning answers to a level, not the quantity of other interpretations included in the answer.</li> <li>• Other interpretations considered as part of evaluation and analysis of the given interpretation do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate’s own viewpoint.</li> <li>• Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in evaluation. However, for level 5 there should be well-supported evaluation of both and for level 4 supported evaluation of both, in line with levels descriptors.</li> <li>• Candidates are not expected to construct their own interpretation.</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• There was also a desire to gain access to gold to help make good the shortage in Europe. Hence, exploration in gold -producing areas of West Africa and the looting of the civilisations in America.</li> <li>• Explorers also aimed to acquire labour, especially from West Africa, and exploit the slave trade there to supplement the lack of labour in Europe.</li> <li>• Many were driven by a hunger for land by settlers who wanted to be free from landlords and to farm better lands than were available to them at home.</li> </ul> <p><b>In analysing and evaluating the limitations of the given interpretation, answers might use knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• The dangers and unreliability of travel by sea to such distant lands were as problematic as the overland route from Asia.</li> <li>• Europe had good supplies of silver.</li> <li>• The number of slaves from North Africa in Europe was limited: they were numerous in a few centres like Lisbon.</li> <li>• The lure of land abroad was offset by the reluctance to cut ties with family and friends.</li> </ul> <p><b>Other interpretations that might be used in evaluation of the given interpretations are:</b></p> <ul style="list-style-type: none"> <li>• The impulse of religion. The growth of Muslim power in the Mediterranean fuelled a sense of 'crusade' in Portuguese and Spanish explorers. The expulsion of the</li> </ul>		

Question	Answer	Marks	Guidance
	<p>Moors from Grenada released Christians to fight for their faith elsewhere. Enlisting the help of the legendary Prestor John motivated some. In addition, many felt a duty to spread the Christian faith to other people, evident in the extent of the missionary work of conquerors in America and Africa.</p> <ul style="list-style-type: none"><li data-bbox="376 464 1182 687">• The ideal of the Renaissance. Explorers were interested to learn more about their world. Recognition and fame motivated many to explore and conquer. Some wished to emulate the achievements of the classical empires of Rome and Greece. A variety of motives inspired the many individuals who explored and conquered.</li></ul>		

APPENDIX 1 – this contains the generic mark scheme grids

	<i>A01: 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 Section A, Questions 1 and 2: Essay [30]</b>
<b>Level 5</b> 25–30 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> 19–24 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> 13–18 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> 7–12 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> 1–6 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.

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section B, Question 3: Interpretation [20]</b>
<b>Level 5</b> 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
<b>Level 4</b> 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
<b>Level 3</b> 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths, but both will be addressed.
<b>Level 2</b> 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or may only address limitations or strengths.
<b>Level 1</b> 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

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