

GCE

History A

Unit **Y234/01**: Genghis Khan and the Explosion from the Steppes
c.1167–1405

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2017

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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

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>‘Tamerlane’s rule was nothing more than a period of terror and vicious conquests.’ How far do you agree?</p> <ul style="list-style-type: none"> • In arguing that his rule was no more than a period of terror and vicious conquests, answers might consider the numbers that were killed during his rule, which some have estimated to be 19 million. • Answers might consider the destruction of ancient cities. • Answers might consider the scale of his conquests and the resultant destruction of places such as Baghdad. • Answers might consider the destruction of Delhi’s army. • Answers might consider his response to the revolts in Persia. • Answers might consider his conquest of Russia, defeat of the Lithuanians and attack on Moscow. • Answers might consider his main aim was to loot and pillage and contrast that with Genghis. • In arguing that his rule was more than terror and vicious conquests, answers might consider that he was a patron of the arts, literature and architecture. • Answers might consider how Central Asia blossomed under his rule. • Answers might consider, how he was viewed by Muslims of Central Asia. • Answers might consider the development of his capital Samarkand. • Answers might consider the treatment of Tehran, 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to whether it was nothing more than terror and vicious conquests • At higher Levels candidates might establish criteria against which to judge his rule • 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 as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

2		<p>which surrendered.</p> <ul style="list-style-type: none"> • Answers might consider how he treated peoples who surrendered. <p>Assess the impact of the Mongol invasions on the West.</p> <ul style="list-style-type: none"> • In arguing that the greatest impact was the conquest of territory, answers might consider Genghis' conquests of Eurasia. • Answers might consider the scale of the conquests in Europe of Ogodei, which began in 1236. • Answers might consider the conquests of Russia and the Ukraine and in 1242 the seizure of Romania, Bulgaria and Hungary, as well as attempts to take Germany and Poland. • Answers might consider how the scale of the conquests worried the West. • Answers might consider that the conquests had negative effects with the destruction of populations, towns that resisted and the depopulation of some areas. • Answers might consider the economic impact on the conquered lands with the confiscation of crops and livestock. • Answers might consider the panic that the scale of the conquests and the nature of 'total warfare' created and consider the Western response • In arguing that the conquest of territory was not the greatest impact, answers might argue that it was the impact of the Bubonic plague, brought from the east, which wiped out about 1/3 of Europe's population that was the greatest impact. • Answers might consider the positive impacts, such as the Pax Mongolica, which allowed travel east and helped to create peace • Answers might consider that it opened up trading 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the relative importance of the reasons • At higher Levels candidates might establish criteria against which to judge the relative importance of the reasons. • 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 as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
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3		<p>routes with the East and consider 'The Silk Road'.</p> <ul style="list-style-type: none"> • Answers might consider that it allowed monks, missionaries and traders to go east • Answers might consider how the invasion encouraged the unification of the Russian people, who had to unite to throw of Mongol rule. • Answers might consider the impact of Mongol culture, science and technology on the west. <p>'The Mongol empire fell prey to alien cultures, to the disparity between their way of life and the needs of the empire and to the size of their domain, which proved too large to hold together.'</p> <p>From Robert Worden and A. Savada, <i>Mongolia: A Country Study</i>, 1989</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p> <ul style="list-style-type: none"> • The historical debate about the reasons for the fall of the Mongol Empire centres on the relative importance of the impact of other cultures, divisions within the Mongol empire, civil wars, weak rulers and the problem of ruling a large empire. • In analysing and evaluating the strengths and weaknesses of the interpretation, answers might consider that the given interpretation offers a range of views for the decline and does not reach a judgement about their importance. They may also consider that internal problems are not considered. • In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of: 	20	<ul style="list-style-type: none"> • No set answer is expected • 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. • Candidates must refer to at least one other interpretation. • The quality of analysis and evaluation of the interpretations should be considered when assigning answers to a level, not the quantity of other interpretations included in the answer. • Other interpretations considered as part of analysis and evaluation do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate's own viewpoint.
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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 Section A, Questions 1 and 2: Essay [30]
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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>
	Generic mark scheme for Section B, Question 3: Interpretation [20]
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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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