

June 2022 – Morning/Afternoon

GCSE (9–1) History B (Schools History Project)

J411/82 Aztecs and the Spanish Conquest
1519–1533

Time allowed: 1 hour

Sample question paper for 2022 only. To see what adaptations have been made for 2022 please ensure you have referred to the [Changes for 2022](#) qualification web page.



You must have:

- the OCR 12-page Answer Booklet



INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.
- Fill in the boxes on the front of the Answer Booklet.
- Answer Questions 1 and 2, and **either** Question 3 **or** Question 4.

INFORMATION

- The total mark for this paper is **40**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document has **8** pages.

ADVICE

- Read each question carefully before you start your answer.

Aztecs and the Spanish Conquest, 1519–1535

Answer questions 1 and 2.

1. What can **Source A** tell us about the way the Spanish treated the Aztecs after conquering Mexico in 1521?

Use the source and your own knowledge to support your answer.

[7]

Source A

From a letter written in 1529 by a Spanish bishop to Emperor Charles V in Spain

Charles V had sent this bishop to New Spain (Mexico) with orders to act as an official Protector of the Indians. In the letter he mentions the Audiencia, which ruled New Spain on behalf of the emperor.

Indians came to me with so many complaints against Spaniards that it was an extraordinary thing. I was astonished that they could stand the ill-treatment as well as the robberies that government officials commit wherever they go. I am sending your Majesty a report on these that I have made secretly. One Spaniard I have heard of had such a wicked spirit that he put an Indian lord on a cross with three nails, like Christ. The Spaniard did this because the Indian had not given him all the gold that he had demanded. Another killed and hanged Indians because they did not give him what he demanded. I went to see the president of your *Audiencia* about it and he paid no attention, nor did he do a thing about the Indians even though he sees that they are being killed.

2. How useful are **Sources B** and **C** and **Interpretation D** for a historian studying the Aztec emperor, Moctezuma?

In your answer, refer to the two sources and interpretation as well as your own knowledge.

[15]

Source B

From *The True History of New Spain*, by Bernal Díaz, c.1574

Díaz was a Spanish foot-soldier who served with Cortés and met Moctezuma. He wrote his memories of the Spanish conquest about fifty years after the events he describes.

"The Great Moctezuma would be about forty years of age, of good stature and well built, lean and without much flesh. His complexion was not too dark but of the proper shade and colour that befits an Indian. He wore his hair not very long, but so that it covered up his ears. His beard was small and black and was growing well but thinly. His face was rather long and merry with pleasant eyes. All his person showed a good disposition and when necessary he could be serious. He was both clean and careful how he dressed and he bathed once every day, towards evening".

Source C

Some items that were sent by Cortés to Emperor Charles V in 1519, as listed in "The letters of Cortés" published in 1908.

These items were gifts from Moctezuma. Cortés sent them from Mexico to Spain.

- Two gold necklaces set with emeralds, pearls and other gems.
- A head-dress of wood decorated with gold and gems.
- Four tridents, with feathers and pearls attached by gold thread.
- Deerskin shoes, sewn with gold thread, having soles of blue and white stones.
- A shield of wood and leather, decorated with hanging bells of gold.
- Twenty four golden shields, decorated with feathers and small pearls; four others of feathers and silver.
- Several head-dresses and crowns of feathers and gold, ornamented with pearls and gems.
- Several large plumes of beautiful feathers of various colours, decorated with gold and small pearls.
- A variety of cotton robes of different colours.

Interpretation D

A painting of Moctezuma by an unknown Spanish artist from the late 16th or 17th century



Answer **either** question 3 **or** question 4.

- 3.* “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?

[18]

- 4.* “Aztec civilisation was harsh and brutal with no space for achievement”.
How far do you agree?

[18]

END OF QUESTION PAPER

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Source B: Adapted from Bernal Díaz del Castillo, *True History of the Conquest of New Spain*, translated by Graham Cunnninghame in Bernal Díaz del Castillo – *Being Some Account of Him, Taken from His True History of the Conquest of New Spain*, Eveleigh Nash, London, 1915.

Source C: Adapted from Francis Augustus MacNutt, *Letters of Cortés: The Five Letters of Relation from Fernando Cortés to the Emperor Charles V*, pg 170, G. P. Putnam's Sons, London, 1908.

Interpretation D: Portrait of Moctezuma II (oil on canvas), European School, (16th century) / Palazzo Pitti, Florence, Italy. Image supplied by Bridgeman Images, www.bridgemanimages.com

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June 2022

GCSE (9–1) HISTORY B (SCHOOLS HISTORY PROJECT)

J411/82 Aztecs and the Spanish Conquest, 1519–1535

SAMPLE MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 40

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number of** standardisation responses.

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 RM Assessor 50% and 100% (traditional 40% 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 or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

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. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **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 RM Assessor 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

1. 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.

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

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 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 seemingly 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.

Aztecs and the Spanish Conquest, 1519–1535

Question 6 – 7 marks What can Source A tell us about the way the Spanish treated the Aztecs after conquering Mexico in 1521? Use the source and your own knowledge to support your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 2 marks AO3 Analyse sources (contemporary to the period). Maximum 5 marks Please note that that while the weightings of AO1 to AO3 are equal in levels 1, AO3 carries greater weight in level 2 and greater weight again in level 3.	Notes and guidance specific to the question set
Level 3 (6–7 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows strong awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify a wide range of features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).	<i>Valid features that answers could identify include: Spaniards treated Indians badly; government officials actively took part in the abuse; the president of Royal Court refused to act; desire for gold was one of the motives. There was still gold to be gathered; the land was governed by a Royal Court responsible to the emperor; some care was taken for the Indians otherwise bishop would not have his role; problem may have been widespread if a special role was created to protect Indians.</i>
Level 2 (3–5 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows some awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify some features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).	<i>Examples of relevant additional characteristic features shown at levels 2 or 3 could include: Any valid knowledge of the way New Spain was ruled especially Encomienda system; other atrocities and damage done to Aztecs and their lands from the start of Spanish rule, including selling Indians into slavery or overworking them.</i> <i>There is no requirement to mention limitations but examples of limitations include: How typical were these abuses? Does the bishop have a reason for exaggerating them? Some may know that the Bishop was a supporter of Cortés whose rivals were in charge of the Royal Court when these abuses were taking place.</i>
Level 1 (1–2 marks) The response shows knowledge of features and characteristics (AO1). Analyses the source to identify at least one feature that relates to the focus of the question; this may be inferred rather than directly stated in the source (AO3).	<i>No reward can be given for raising concerns over the limitations of the source unless this is explicitly used to help to say what the source “can tell us” in relation to the focus of the question.</i> <i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>
0 marks No response or no response worthy of credit.	

Question 7 – 15 marks	
How useful are Sources B and C and Interpretation D for a historian studying the Aztec emperor, Moctezuma? In your answer, refer to the two sources and interpretation as well as your own knowledge.	
Levels	Notes and guidance specific to the question set
<p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks</p> <p>AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Maximum 5 marks</p> <p>AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 5 marks</p> <p>Please note that while the descriptors for AO3 and AO4 are given separately in the levels, the analysis and evaluation of sources and interpretations may be combined in responses.</p>	
<p>Level 5 (13–15 marks)</p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3).</p> <p>Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<p><i>Analysis of the source and interpretations could identify features such as: B describes Moctezuma's physique and aspects of personality. C Gifts were sent from Moctezuma to Spanish Emperor so implies he saw himself as equal or similar; feathers, shields, gems, shoes etc. all suggest high wealth and status and therefore power; D is broadly consistent with B and C tells us that Spanish painter showed Moctezuma as a striking, powerful figure. Inferences e.g. about power are likely to indicate a Level 2 or 3 response.</i></p> <p><i>Understanding of appropriate characteristic features could include: knowledge of other images of Moctezuma and other nobles / warriors to corroborate these; value of e.g. feathers in Aztec society; Moctezuma's actual authority over his empire and tribute systems.</i></p> <p><i>Limitations that may affect usefulness include the fact that B was recalled from memory many years later; D painted by an unknown artist so we can't find out what his sources were; very unlikely to have seen Moctezuma.</i></p> <p><i>No reward can be given for raising concerns over the</i></p>
<p>Level 4 (10–12 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3).</p> <p>Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	

<p>Level 3 (7–9 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).</p> <p>Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the source(s) in relation to the issue in the question (AO3).</p> <p>Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<p><i>limitations unless this is explicitly used to help to say how it affects usefulness for the context given. Evaluation of usefulness may also involve making valid substantiated suggestions of other lines of enquiry for which the collection may be useful, but the focus given in the question must also be addressed.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
<p>Level 2 (4–6 marks)</p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1).</p> <p>Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about usefulness of the source(s) in relation to the issue in the question (AO3).</p> <p>Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	
<p>Level 1 (1–3 marks)</p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1).</p> <p>Analyses the source(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO3)</p> <p>Analyses the interpretation(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO4)</p> <p>There is either no attempt to evaluate and reach a judgment about usefulness of the interpretation(s) and the source(s) in relation to the issue in the question, or there is an assertion but this lacks any support or historical validity</p>	
<p>0 marks</p> <p>No response or no response worthy of credit.</p>	

Question 8* – 18 marks	
“More than anything else, it was the support given by Native American people which led to Cortés’ victory over the Aztecs”. How far do agree with this view?	
Levels	Notes and guidance specific to the question set
AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks	
AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	
Level 6 (16–18 marks) 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>	<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>
Level 5 (13–15 marks) 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>	<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>
Level 4 (10–12 marks) 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>	<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>
Level 3 (7–9 marks) 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>	<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>
Level 2 (4–6 marks) 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>	

Level 1 (1–3 marks) 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). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	

Question 9* – 18 marks	
“Aztec civilisation was harsh and brutal with no space for achievement”. How far do you agree with this view?	
Levels	Notes and guidance specific to the question set
AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks	
AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	
Level 6 (16–18 marks) 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>	<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> <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>
Level 5 (13–15 marks) 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>	<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>
Level 4 (10–12 marks) 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>	<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>
Level 3 (7–9 marks) 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>	
Level 2 (4–6 marks) 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>	

Level 1 (1–3 marks) 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). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	

Assessment Objectives (AO) grid

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

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