



Oxford Cambridge and RSA

GCE

History A

Y204/01: Genghis Khan and the explosion from the Steppes c.1167-1405

Advanced GCE

2021 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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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Annotations

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View

Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p>Which of the following was of greater significance in the reign of Khubilai Khan</p> <p>(i) The development of administration (ii) His economic policies</p> <p>Explain your answer with reference to both (i) and (ii)</p> <ul style="list-style-type: none"> • In dealing with the development of administration it might be argued that he limited the role of the Chinese because of their numerical superiority • Answers might consider the failure to restore civil service exams which would favour the Chinese • Answers might consider the restoration of the traditional Secretariat for civil matters and Privy Council for military • Answers might refer to the hybrid system. • Answers might consider the restoration of the six functional ministries for censuses, tax, court ceremony, religion and foreign envoys, trained military, enforced laws • Answers might consider the local administration which resembled the Chinese model • Answers might consider that more power was given to the Censorate as he feared the Chinese officials might be disloyal • In dealing with economic policies answers might consider the impact of extending the use of paper money 	10	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to 'administration' and 'economic policies' • Answers may deal with each factor in turn, then compare them to reach a judgement, or may take a continually comparative approach. Either approach is acceptable. • 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.

<p>1</p>	<p>(b)*</p>	<ul style="list-style-type: none"> • Answers might consider the control over printing paper money. • Answer might consider the favourable situation given to craftsmen and the encouragement given to merchants • Answers might consider how the government supported loans • Answers might consider the establishment of the Office for the Stimulation of Agriculture in 1262 and the founding of the <i>she</i> • Answers might consider the impact of building roads and canals • Answers might make a connection between the Pax Mongolica and the Silk Road. <p>Assess the reasons for the decline of the Mongol Empire after the death of Khubilai Khan in 1294.</p> <ul style="list-style-type: none"> • In arguing that the decline was already underway it might be argued that the finances were already weak • Answers might consider that Khubilai’s system already discriminated against the Chinese • Answers might consider the impact of failed foreign expeditions in the 1280s • Answers might consider the impact of the rebellion in Manchuria in the 1280s • Answers might consider the impact of the death of his favourite wife Chabi and Crown Prince Jingim in 1285 which led to Khubilai becoming more reliant on drink • In arguing that that there were other factors it might be argued that there was political turbulence which led to a decline in foreign trade and relations in Central Asia, West Asia and Europe 	<p>20</p>	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • At higher levels candidates will focus on assessment of reasons but at level 4 may simply list factors. • At Level 5 and above there will be judgement as to the reasons for the decline. • At higher levels candidates might establish criteria against which to assess the reasons. • To be valid judgements, claims must be supported by relevant and accurate facts. If not they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis
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		<ul style="list-style-type: none"> • Answers might consider the isolation of the Yuan dynasty which no longer benefited from the commerce and cultural interchanges • Answers might consider the struggles for the succession and between those who upheld Mongol ways of life and the more sedentary Chinese style • Answers might consider the impact of assassinations of emperors and murders of claimants • Answers might consider the purges which weakened Mongol rule • Answers might consider the impact of the emperor's short-life spans • Answers might consider the impact of court policies, particularly bribery and corruption • Answers might consider the failure to maintain public works • Answers might consider the impact of disease and plague • Answers might consider the disunity between Mongol and Chinese factions • Answers might consider the failure of attempts to introduce reform • Answers might consider the impact of floods in the late 1340s <p>Candidates do not need to consider the situation before 1294 to reach any level</p>		<p>for analysis and evaluation, in line with descriptions in the levels mark scheme.</p>
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<p>2</p>	<p>(a)</p>	<p>Which of the following was most affected by the Mongol invasions? (i) Medicine (ii) Technology</p> <p>Explain your answer with reference to both (i) and (ii)</p> <ul style="list-style-type: none"> • In dealing with Medicine answers might suggest that the Mongols were patrons of medical knowledge and encouraged its spread from Persia and China • Answers might consider how they encouraged and financed pharmacology, medicine, anatomy and folk medicine • Answers might consider how the Mongol elite travelled with medical practitioners from a range of races • Answers might consider how groups of physicians travelled through the Empire spreading medical practices • Answers might consider the impact of the translation of medical manuals • Answers might consider the importance of medical knowledge for an army and how medicine gave young Chinese men a career as they were blocked from the civil service. • In dealing with Technology answers might consider how knowledge of paper production spread and replaced vellum • Answers might consider the spread of knowledge of gunpowder • Answers might consider the impact of the triangular plough • Answers might consider the improvements in shipping and navigation • Answers might consider how knowledge of metal production was spread 	<p>10</p>	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to ‘medicine’ and ‘technology’ • Answers may deal with each factor in turn, then compare them to reach a judgement, or may take a continually comparative approach. Either approach is acceptable. • 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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<p>2</p>	<p>(b)*</p>	<p>How successful were the military campaigns of Khubilai Khan?</p> <ul style="list-style-type: none"> • In arguing that the military campaigns were successful, answers might consider his absorption of the Kingdom of Dali into the Yuan state • Answers might consider the absorption of Goryeo into the Empire • Answers might consider the use of the Korean peninsula for naval warfare • Answers might consider the raids into the Irrawaddy delta which brought it under Mongol rule • Answers might consider the campaign against the Song and the foundation of the Yuan dynasty • Answers might consider the occupation of Upper Burma • Answers might consider the crushing of the Manchuria rebellion • In arguing that the military campaigns were not successful, answers might consider the defeats in the jungles of Annam • Answers might consider the failure in Japan in both 1274 and 1281 which undermined the image of invincibility • Answers might consider the defeat by the Mamluks at Ayn Jalut in 1260 • Answers might consider the failed invasions of Java and Vietnam • Answers might consider the financial costs of the campaigns • Answers might consider the difficulty in using horses/cavalry in South East Asia • Answers might consider the impact of guerrilla warfare, disease and heat 	<p>20</p> <p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • At higher levels candidates will assess how successful his campaigns were but at level 4 may simply list successes and failures. • At Level 5 and above there will be judgement as to the success. • At higher levels candidates might establish criteria against which to judge whether Khubilai Khan achieved his military objectives • To be valid judgements, claims must be supported by relevant and accurate facts. 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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			<ul style="list-style-type: none">• Answers might consider the struggle with Khaidu		
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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 Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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>
	Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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.

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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