

GCSE (9-1)

History B Schools History Project

J411/38: The Making of America, 1789-1900 with Aztecs and the Spanish Conquest, 1519-1535

General Certificate of Secondary Education

Mark Scheme for June 2025

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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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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 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 available in RM Assessor
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, email or via the RM Assessor messaging system.
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.)

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate). When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. There is a NR (No Response) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.
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

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	311	L1	Level 1
	321	L2	Level 2
	331	L3	Level 3
	341	L4	Level 4
	441	L5	Level 5
	3261	L6	Level 6
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Incorrect/muddled/unclear
	1681	BP	Blank page
	151	Highlight	Part of the response which is rewardable (at one of the levels on the MS)
	11	Tick	Tick

12. 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/PE.

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.

Section A: The Making of America, 1789–1900

Question 1 – 3 marks a) Name one Native American tribe of the East who were affected by the Indian Removal Act of 1830. b) Give one reason why the early Mormon settlers journeyed to Utah in 1847 c) Identify one law passed to improve the lives of African Americans during the period of Reconstruction (1865–1877).	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	For 1(a), likely valid responses include: Cherokee, Chickasaw, Choctaw, Creek, Seminole. Also allow names of smaller tribes belonging to these five nations, e.g. Coweta, Guale, Tohome, etc. For 1(b), likely valid responses include e.g. They had been kicked out of Ohio/ Missouri/ Illinois (or details relating to this, e.g. blame for economic crisis; State Governor of Illinois withdrew Mormons' Charter; arrest and murder of Joseph Smith); people objected to their beliefs and practices (e.g. vision of land ownership, polygamy, Danite army, Mormon opposition to slavery, fears about control, dislike of Joseph Smith's power); Utah was very isolated and not on the established trails; there were reports suggesting there was water and farmland; it was not in the United States but under Mexican control. NOTES: 1. Allow 'religious persecution' but not 'persecution' on its own 2. Allow 'their leader was arrested/murdered' but do not allow an incorrect name. For 1(c) likely valid responses include: 1865 13th Amendment to US Constitution (abolition of slavery); 1866 Civil Rights Act (stopped any state from taking away the civil rights of some of its people; affirmed that all citizens are equally protected by the law; granted citizenship to all people born in the US, regardless of race, colour, or previous condition of servitude); 1866 Creation/ extension of Freedmen's Bureau (took land from ex-slave holders and gave it out to ex-slaves); 1867 Reconstruction Acts (took away the powers of Southern state governments; put the US army in charge of the South; banned anyone from voting if they had fought for the South in the Civil War; told the army to protect all black people's rights; ordered all Southern states to give black Americans the vote. They could only have their own state government again after they did this); 1868 14th Amendment to the US Constitution (similar to CRA – citizenship regardless of race); 1870 15th Amendment to the US Constitution (right to vote regardless of race); 1871 Enforcement Act (gave the U.S. federal government power to combat the Ku Klux Klan). NOTES: Candidates may either name the law OR identify what the law did. Any other historically valid response is acceptable and should be credited.
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	

Question 2 – 9 marks Write a clear and organised summary that analyses American settlement on the Plains between 1861 and 1877. Support your summary with examples.	
Levels 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 3 marks	Notes and guidance specific to the question set <i>Answers should show connections in the situation defined in the question and use these to organise the answer logically. Answers could consider aspects of one or more of the following:</i> Causation (reasons for settlement on the Plains), e.g. <i>railroads enabled people to easily move to start a new life after 1869; railroad companies sold land to people they had been given by the government; railroad companies launched huge advertising campaigns; cow towns formed around railroad terminals; Lincoln and Pacific Railroad Act – offering companies financial incentives and granting land; after the 1862 Homestead Act hundreds of thousands of families settled on the Plains to cultivate their patch of 160 acres; role of cattle industry, e.g. cow towns in the 1860s and cattle ranches in the 1870s increased settlement on the plains to service the cattle industry; after gold was found in Pike’s Peak in the Rockies settlers were also attracted to farm on the edge of the Plains, east of the Rockies to provide food for the miners; Manifest Destiny.</i> NOTE: At L2+, responses that use economic collapse as a push factor must clearly link it to the correct period (e.g. the Panic of 1873, economic depression caused by the collapse of the railroad industry, etc.). Causation (reasons settlement was difficult), e.g. <i>for homesteaders (the challenge of lack of water and the extremes of the climate; difficulties in ploughing virgin land and maintaining machinery; the lack of wood for building houses, keeping warm and fencing land; natural hazards like fire and locusts; dealing with isolation, cleanliness and illness in an environment where there were few neighbours); for cowboys (e.g. hard and tiring work; dangerous job which took great skill; lonely and isolated job; poorly paid; often let go during winter months; attacks by Native Americans; cattle stampedes; violence in cow towns).</i> Causation/ consequence (reasons why Homesteaders used the techniques they did, given the problems with farming outlined above), e.g. <i>lack of water led to development of wind pumps, dry farming techniques, etc.</i> Consequence, i.e. impact of settlement (e.g. <i>‘cow towns’ brought gambling, drinking and violence; it divided buffalo hunting grounds; it led to scarcity of water and grass for buffalo; it brought disruption and destruction to Native American way of life; buffalo hunting on a huge scale begins in this period – around 200,000 were killed each year and the southern herd of the bison was more or less wiped out in the 1870s; all this led to conflict between Native Americans and settlers/ US government, e.g. Little Crow’s War, Sand Creek Massacre, Red Cloud’s War and Great Sioux War).</i> Diversity, i.e. similarity and difference: (comparison of experience of different groups), e.g. <i>difficult experiences/ failure of many homesteaders compared to success/ positive experience of cattle entrepreneurs.</i> Change and continuity: <i>poverty drove many to the Plains, and many on the Plains remained poor, especially homesteaders (continuity); poverty drove people to the Plains but later became rich, e.g. ranch owners and cattle entrepreneurs (change/ consequence)</i> Consequence (impact of difficult experiences), e.g. <i>many cowboys gave up the job because it was so hard and poorly paid; more than half the homesteaders returned to the eastern cities.</i> <i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i> <i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>
Level 3 (7–9 marks) Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	
Level 2 (4–6 marks) Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	
Level 1 (1–3 marks) Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).	
0 marks No response or no response worthy of credit.	

Question 2–9 marks	
Write a clear and organised summary that analyses American settlement on the Plains between 1861 and 1877. Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	Typically, a summary based on second order concept(s) with two or more valid supporting examples, e.g. NOTE: Answers organised exclusively around problems and solutions (cause/ consequence) need more than one problem and solution for L3. [Causation] Americans settled on the Plains in this period for a variety of reasons. For example, the Homestead Act offered 160 acres of land for a small fee to anyone who was prepared to settle and farm on the Plains for at least five years. This led to hundreds of thousands of Americans rushing to claim land on the Plains. Another reason was the newly built railroads, which enabled people to travel more easily to the Plains. The railroad companies ran huge advertising campaigns, promoting the west as a land of opportunity. This attracted people from the east to buy land from the railroad companies and become Homesteaders in places like Kansas. [8] [Consequence] American settlement on the Plains had an important impact on the Native Americans who lived there. For example, by the 1870s, cattle ranching had spread across the Plains and this led to a lack of water and grass for the buffalo herds, and the disruption of the hunting grounds of tribes like the Lakota. Some faced starvation as a result. Furthermore, this competition between settlers and Native Americans led to conflict on the Plains. For instance, the discovery of gold in Montana in 1862 led to settlers and miners flooding in on the Bozeman Trail, which cut through Lakota hunting grounds. This led to ‘Red Cloud’s War’ in 1866, where Lakota attacked US army forts and settlers. [9]
Level 2 (4–6 marks)	Typically, a summary based on a second order concept with one valid supporting example, e.g. [Causation] Settlement on the Plains was difficult for various reasons. One reason was that there were many natural hazards. For example, swarms of locusts could eat the crops, as well as boots, clothes and the window frames. This could destroy a homestead and leave families with no crops to sell. [THRESHOLD – 4 MARKS] [Causation/ Consequence] Life was hard on the Plains as there was a lack of timber. This meant that Homesteaders had to be inventive on their farms and use materials to substitute for wood. For example, they built sod houses from dry blocks of earth and covered the roof with grass. For fuel, they burned dried buffalo droppings. Later on, they were able to fence the land using barbed wire. [5] [Diversity, i.e. difference] Many settlers on the Plains had difficult experiences, such as the homesteaders, who struggled with things like soil and climate. However, the experiences of other settlers were far more positive. For example, there were entrepreneurs in the cattle business, such as Charles Goodnight and Oliver Loving, who made a fortune by supplying US forts, Indian reservations, miners and railroad builders with beef. [6]
Level 1 (1–3 marks)	Typically, descriptions of settlement/ relevant events with no organising historical concept, e.g. - The Homesteaders had really basic houses. Most had an earth floor and walls, and a grass roof. There were hot summers and freezing cold winters. The Homesteaders tended to burn dried buffalo and cow droppings to keep warm. Sometimes there were locusts as well. [3] OR Typically, statement(s) based on second order concept with EITHER no valid specific examples OR development, e.g. (Diversity) Some settlers like the Homesteaders had difficult experiences whereas there were others like cattle ranchers who made lots of money. (Consequence) Many Homesteaders had difficult experiences and as a consequence many returned to the east.
0 marks	

Question 3 – 10 marks How did the Civil War affect the lives of African Americans between 1861 and 1865? Explain your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks	Notes and guidance specific to the question set <i>Explanations could consider:</i> NORTH/ UNION ARMY 1862: First black regiment (First South Carolina Volunteers) formed from freed slaves. 1863: 54th Massachusetts became the first Northern black regiment. 33,000 Northern black men (70%) joined the Union army. - Black soldiers were denied officer roles and often assigned heavy labour until this was banned in 1864. - They were paid less than white soldiers until equal pay was granted in June 1864. - Fighting alongside black soldiers led some white Americans to view them more as equals. - Some black soldiers were executed for demanding equal pay. - Riots in New York in July 1863, after Conscription Act. White working class attacked homes and workplaces of African Americans, as well as carrying out lynching and violent attacks.
Level 5 (9–10 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	SOUTH - Enslaved people in the South worked for the Confederate army, building defences/ moving supplies - As the Union army pushed into the South, slaves who escaped to help the north (or were captured by the North) could work for the Union army but not as soldiers - The 1862 Second Confiscation Act said that slaves on slave holding land confiscated by Union army could become free; this had big impact on Sea Islands where 10,000 ex-slaves were freed and kept the land for themselves; the Sea Islanders were helped by norther volunteers like Harriet Tubman who came and offered healthcare and education - Impact of Emancipation Proclamation 1863: on the captured southern plantations slaves were theoretically freed and some were given or able to rent former slave owners' land; it also encouraged southern slaves towards the Union - The freedom of all slaves was guaranteed in Jan 1865 with the 13th Amendment - US government offered help for freed slaves (e.g. education; employment on lands taken from South; banning of whipping; General Sherman gave many ex-slaves '40 acres of land and a mule') - Some ex-slaves found paid jobs and labourers, fireman or barbers; some started businesses.
Level 4 (7–8 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).	
Level 3 (5–6 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	
Level 2 (3–4 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
Level 1 (1–2 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	
0 marks No response or no response worthy of credit.	NOTES: - Allow Freedmen's Bureau as this was created in March 1865. - Do not allow evidence of change from reconstruction era after 1865, e.g. Civil Right Act, etc

Question 3–10 marks	
How did the Civil War affect the lives of African Americans between 1861 and 1865? Explain your answer.	
Guidance and indicative content	
NOTE: The question is asking about ways that African American lives were affected/ changed, so answers which comment on lack of change should not be credited above L2.	
Level 5 (9-10 marks)	Typically, two or more effects of the Civil War on the lives of African Americans identified and fully explained, e.g. <i>The war affected the lives of enslaved African Americans because they were freed. In January 1863, President Lincoln announced that once the Union won the war all slaves would become free. In January 1865, he made this the 13th Amendment of the Constitution, and when the Union won in April, all slaves were freed. This affected the lives of African Americans because in the slave states like Texas, almost all African Americans had been enslaved, with no freedom or rights.</i> <i>African American lives were also affected during the war itself. In the autumn of 1862, the first black regiment made up of ex-slaves was set up, followed by the first northern black regiment in January 1863. In the end, 33,000 northern African Americans joined the Union army. Previously, African Americans had not been allowed to join the army, so this was a huge change to their lives, as they fought and gave their lives for the Union, alongside whites. [10]</i>
Level 4 (7-8 marks)	Typically, one effect of the Civil War on the lives of African Americans identified and fully explained, e.g. <i>The civil war affected the lives of African Americans in the South, as they were emancipated by the Union army. For example, many learned to read and write, and others left the plantations and found jobs such as being firemen. This meant they now had more opportunities and freedom. [THRESHOLD – 7 MARKS]</i> Explained points must: • identify a valid claim/ argument which clearly says how lives were affected • offer specific evidence to support the argument
Level 3 (5-6 marks)	Typically, identification of valid, specific effect(s)/ impact(s) which don't meet criteria for an explained point, e.g. • <i>The union army set up Black regiments so some African Americans became soldiers.</i> • <i>Some ex-slaves were given land, such as the 10,000 ex-slaves on the Sea Islands.</i> • <i>Enslaved African Americans were freed.</i> NOTE: One L3 = 5–6 marks Two L3s = 6 marks
Level 2 (3-4 marks)	Typically, describes relevant events without identifying impact on African American lives, e.g. • <i>President Lincoln did not initially allow African Americans to join the Union army. (3)</i> • <i>Harriet Tubman went to the Sea Islands and worked as a nurse. (3)</i>
Level 1 (1–2 marks)	Typically, valid but general assertion(s), e.g. • <i>There was lots of fighting so people got hurt.</i> • <i>There was more opportunity.</i>
0 marks	

Question 4* – 18 marks 'Plantation owners were the main group who benefitted from slavery's expansion between 1793 and 1838'. How far do you agree? Give reasons for your answer.	
Levels 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	Notes and guidance specific to the question set <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider some of the grounds for arguing the opposite point of view to the one that they finally support.</i> <i>Answers are most likely to show understanding of the second order concepts of significance; causation and consequence but reward appropriate understanding of any other second order concept.</i>
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>	Grounds for agreeing: - Plantation owners made massive profits as they used slaves as unpaid labour to grow cash crops, especially following the introduction of the Cotton Gin. - As slavery expanded, so did the use of the land for large plantations. The number of plantations grew massively, e.g. in Deep South following Louisiana purchase. Grounds for disagreeing: Other groups benefitted, including: Northern banks and business owners: profited by selling goods to Southern plantations and processing slave-grown cotton in their textile mills. Banks and insurance companies also made money by financing and insuring the slave trade and plantation operations. Ordinary workers, both in the North (e.g. had steady jobs in factories making cloth from cotton) and in the South (e.g. workers on boats that carried cotton and enslaved people; people who ran/ worked in the auction houses). Land speculators (including wealthy individuals and banks), who bought land in the South and sold it for great profit when slavery spread. Transport entrepreneurs and owners who built and/or ran new rail lines, canals and sailing boats to carry the products the plantations and slaves grew and harvested. Slave traders and auction house owners and related industries which expanded and/or became more profitable as slavery expanded. 'The South' as a whole (political power): gained political power through the 3/5 Compromise, which increased its representation by counting enslaved people. The Missouri Compromise allowed slavery to expand westward while maintaining the balance in Congress, helping the South protect and spread slavery as it grew more powerful nationally.
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>	
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>	
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.	

	• 'The South' / 'The USA' as a whole (economic benefit): As slavery expanded, the U.S. economy grew rapidly, especially through the cotton trade. By 1820, cotton made up 42% of all U.S. exports. This boosted both Southern plantation wealth and Northern industry, as factories relied on slave-grown cotton to produce cloth. • US government expanded their control and new states were created, strengthening the Federal governments control over the continent. NOTE: 1. Focus of question is <i>who benefitted from slavery's expansion</i> (rather than <i>why slavery expanded</i>). So answers at L3+ must be directing their evidence at this question.
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Question 4* – 18 marks	
‘Plantation owners were the main group who benefitted from slavery’s expansion between 1793 and 1838’. How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	Typically, a balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g. <i>Certainly plantation owners benefitted. Their plantations were reliant on slave labour and as slavery was allowed to expand, so did the use of the land for large plantations. For example, new cotton plantations were opened in the new states of Louisiana and Alabama after the Louisiana Purchase. This meant that plantation owners benefitted because they made huge profits on their sales of tobacco, rice and cotton farmed by enslaved people.</i> <i>On the other hand, they were not the only group that benefitted. Slave traders known as ‘Georgia men’ bought slaves from ships that docked at the coast of the old slave states of Maryland, Virginia and North Carolina. They then marched them hundreds of miles to the ‘Deep South’ where slavery had been allowed to expand into the Southwest Territory. They benefitted because they then sold the slaves for enormous profits at auction houses, often earning over \$1000 per slave.</i> <i>Equally, as slavery expanded, trade in the products of the plantations was able to grow. For example, by 1820, cotton made up 42% of all US exports. The US economy became increasingly reliant on slavery, with northern factories making cloth from the cotton grown by slaves. This meant that factory owners grew rich and workers in the factories (as well as in the ports and on boats) had a reliable income. Without slavery expanding, this industry would have been much slower to develop.</i> <i>Other northerners were able to benefit as well. Banks based in the north loaned thousands of dollars to new plantation owners to set up their farms and buy enslaved people. The banks also became land speculators and bought up land in the South. They were then able to sell it on. Therefore, the banks benefitted by making a great deal of profit from interest on loans and the sale of land, which was all based on slave labour.</i> <i>Overall, I agree that plantation owners were the group who benefitted most directly from slavery’s expansion. Whilst so much of the US economy benefitted from slavery, it was the plantation owners whose way of farming was almost entirely reliant on it.</i>
Level 5 (13-15 marks)	Typically, a balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g. <i>Certainly plantation owners benefitted. Their plantations were reliant on slave labour and as slavery was allowed to expand, so did the use of the land for large plantations. For example, new cotton plantations were opened in the new states of Louisiana and Alabama after the Louisiana Purchase. This meant that plantation owners benefitted because they made huge profits on their sales of tobacco, rice and cotton farmed by enslaved people.</i> <i>On the other hand, they were not the only group that benefitted. Slave traders known as ‘Georgia men’ bought slaves from ships that docked at the coast of the old slave states of Maryland, Virginia and North Carolina. They then marched them hundreds of miles to the ‘Deep South’ where slavery had been allowed to expand into the Southwest Territory. They benefitted because they then sold the slaves for enormous profits at auction houses, often earning over \$1000 per slave.</i> <i>Equally, as slavery expanded, trade in the products of the plantations was able to grow. For example, by 1820, cotton made up 42% of all US exports. The US economy became increasingly reliant on slavery, with northern factories making cloth from the cotton grown by slaves. This meant that factory owners grew rich and workers in the factories (as well as in the ports and on boats) had a reliable income. Without slavery expanding, this industry would have been much slower to develop.</i>

Level 4 (10-12 marks)	Typically, a one sided argument, two explained points of support (2–0), e.g. <i>I disagree because they were not the only group that benefitted. Slave traders known as ‘Georgia men’ bought slaves from ships that docked at the coast of the old slave states of Maryland, Virginia and North Carolina. They then marched them hundreds of miles to the ‘Deep South’ where slavery had been allowed to expand into the Southwest Territory. They benefitted because they then sold the slaves for enormous profits at auction houses, often earning over \$1000 per slave.</i> <i>Equally, as slavery expanded, trade in the products of the plantations was able to grow. For example, by 1820, cotton made up 42% of all US exports. The US economy became increasingly reliant on slavery, with northern factories making cloth from the cotton grown by slaves. This meant that factory owners grew rich and workers in the factories (as well as in the ports and on boats) had a reliable income. Without slavery expanding, this industry would have been much slower to develop.</i> Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <i>Certainly plantation owners benefitted. Their plantations were reliant on slave labour and as slavery was allowed to expand, so did the use of the land for large plantations. For example, new cotton plantations were opened in the new states of Louisiana and Alabama after the Louisiana Purchase. This meant that plantation owners benefitted because they made huge profits on their sales of tobacco, rice and cotton farmed by enslaved people.</i> <i>On the other hand, they were not the only group that benefitted. Slave traders known as ‘Georgia men’ bought slaves from ships that docked at the coast of the old slave states of Maryland, Virginia and North Carolina. They then marched them hundreds of miles to the ‘Deep South’ where slavery had been allowed to expand into the Southwest Territory. They benefitted because they then sold the slaves for enormous profits at auction houses, often earning over \$1000 per slave.</i>
Level 3 (7-9 marks)	Typically, a one sided argument; one explained point of support (1–0), e.g. <i>I agree. The plantations were reliant on slave labour and as slavery was allowed to expand, so did the use of the land for large plantations. For example, new cotton plantations were opened in the new states of Louisiana and Alabama after the Louisiana Purchase. This meant that plantation owners benefitted because they made huge profits on their sales of tobacco, rice and cotton farmed by enslaved people.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	Typically, identification of reason(s) to support/challenge which don’t meet criteria for an explained point, e.g. • Yes, I agree because they made huge profits from selling products like cotton that slaves farmed. • No, northern businesses owners also benefitted. 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, and typically, description of expansion of slavery /related events in this period, e.g. <i>Plantation owners farmed cash crops like cotton in the South of the USA. (4) They used the forced labour of enslaved people on their plantations to pick the cotton. (5) After the Cotton Gin was invented in 1793, they used more slave labour on their farms because the Gin could process raw cotton more quickly. (6)</i>
Level 1 (1-3 marks)	Typically, valid but general assertion(s), e.g. • Yes, the plantation owners made lots of profit. • No, other people also had jobs which were reliant on slavery.

Question 5* – 18 marks 'The most important development that took place in the USA between 1877 and 1900 was the changes to the lives of the Native Americans of the Plains.' How far do you agree? Give reasons for your answer.	
Levels 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	Notes and guidance specific to the question set <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider some of the grounds for arguing the opposite point of view to the one that they finally support.</i> <i>Answers are most likely to show understanding of the second order concepts of change, causation and consequence, but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include:</i> • Impact of the destruction of the buffalo: Buffalo hunters killed increasing numbers after 1877 and by the mid-1880s both the northern and southern herds were virtually eradicated; Native Americans became completely dependent on US Government handouts which were usually inadequate; lack of buffalo meant they had to adapt to farming, which was a massive change and often unsuccessful because the reservation land was usually poor; massive psychological trauma from seeing the millions of buffalo carcasses rotting on the Plains. • Tough life on the reservations: they were encouraged to grow crops like squash and corn, struggled to grow in harsh Plains conditions; they therefore had to depend on government beef rations; the US government Indian agents controlled the supply of food, clothing and other essentials and some were corrupt. • Loss of power (Bureau of Indian Affairs): reliance on government agents weakened the power of tribal leaders; the government set up special councils which also undermined the power of chiefs; Native American leaders who would cooperate with the authorities were given special privileges and some became part of the Indian Police, which gave them power and prestige over other Native Americans. • Destruction of Native American culture on the reservations: The US government deliberately split up tribes, e.g. southern Cheyenne and Arapaho made to share reservations and over time, this diluted their identities; rituals like the Sun Dance were banned; hunting and war were no longer part of their lives and so there was no way for a 'brave' to gain status – many suffered mental health problems and turned to alcohol; encouraged to live in houses instead of tipis (which became fewer in number anyway because of the lack of buffalo skins); parents were forced to send children to schools where they were forbidden from using their own language and they were given Christian names; the sense of hopelessness and despair can be seen in the Ghost Dance movement; US government reaction to the Ghost Dance movement led to the massacre at Wounded Knee in 1890, where hundreds of Lakota were killed by the U.S. Army. • Impact of the 'Friends of the Indian' group: Worked to remove corrupt agents who took government money; set up boarding schools with the aim of providing 'better' education (e.g. in 1889, Susan La Flesche Picotte graduated and became a doctor); and in 1887, helped to persuade the US government to pass the Dawes Act. However, their efforts often supported assimilation policies that undermined Native American culture and identity, and the Dawes Act led to the loss of millions of acres of tribal land. • Impact of the Dawes Act: Individual Native Americans were offered the chance to leave the reservation and take up their own plots; they would also get American citizenship; but they struggled to adapt to living and working as individual farmers and as individuals; most of them gave up their plots and sold them to white settlers; by 1900, nearly two-thirds of the land that Indian tribes had held in 1877 was owned by white Americans. This broke up tribal landholding and further eroded Native American culture and independence.
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>	
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>	
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>	
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 include outlining other, just as/ more important changes in this period:</i> • Changes to African American lives: Exodusters took advantage of the Homestead Act – by 1880, Kansas had around 15,000 black citizens; Booker T. Washington's schools helped some lift themselves out of poverty. e.g. by 1900, there were 23,866 black teachers, 417 black doctors and 300 black lawyers; Black churches thrived and helped to build a strong sense of community – by 1900, there were 26 black bishops; Black academics emerged, e.g. W.B. DuBois, a professor of history at Atlanta university; there were many black musicians, artists & writers; the KKK, after having been suppressed, had re-formed in the 1890s and was terrorising African Americans; Southern states had introduced 'Jim Crow' laws in the 1890s to separate black and white people in places like trains, shops, churches and schools. • Growth of big business: Cotton mills doubled between 1880-1900 making the US cotton industry huge; railroad corporations grew; corporations dominated the manufacturing industry, e.g. by 1900, the USA's 5300 manufacturing firms had been absorbed by just 334 corporations; creation of fortunes for individuals/ owners like Carnegie; emergence of Bonanza Farms and cattle ranches put small farmers out of business and farmers moved to the cities; positive impact on economy/ job creation; increase in number of strikes and industrial disputes (e.g. strike at Pullmans in 1893, where 26 workers were shot); growth of mining and farming caused environmental damage (e.g. deforestation, toxic chemicals in water supply; use of limited supplies of water). • Growth of cities: led to changes in freedoms, education and social lives (e.g. theatres, parks, school, newspapers, political meetings); had a positive impact on the economy (e.g. skyscrapers created demand for iron, steel, coal and copper/silver for cables, which in turn created jobs); affected living conditions (e.g. poorly designed tenement buildings, overcrowding, poor sanitation and high death rates among infants); led to increased migration (e.g. from Europe). • Mass migration to America: improving economy led to increased migration (7 million between 1877 and 1900), mainly from Europe, e.g. 600,000 migrants from Italy in 1890s; increased migration led to anti-immigrant violence and prejudice, particularly against Catholics, Jews and Chinese migrants (in West); led to US government limiting Chinese migration.
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 5* – 18 marks	
'The most important development that took place in the USA between 1877 and 1900 was the changes to the lives of the Native Americans of the Plains.' How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	Typically, a balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g. <i>In some ways I agree. For example, the destruction of the buffalo led to a massive change in the way of life for the Native Americans of the Plains. Buffalo hunters killed increasing numbers after 1877 and by the mid-1880s the herds were virtually eradicated. This was an important change because, the lack of buffalo meant the Native Americans had to adapt to farming, which was often unsuccessful because the reservation land was usually poor.</i> <i>Furthermore, the culture of the Native Americans on the Plains was being eradicated on the reservations. Rituals like the Sun Dance were banned, tribes were encouraged to live in houses instead of tipis; and parents were forced to send children to schools where they were forbidden from using their own language. All this meant that, over time, the Native Americans' identity was diluted and it led to a real sense of hopelessness, as can be seen by the Ghost dance movement.</i> <i>However, there were also other important changes which took place in this period. For example, southern states had introduced 'Jim Crow' laws in the 1890s to separate African Americans and White Americans in places like trains, shops, churches and schools. The Supreme Court had ruled in 1896 that this was legal. This was an important change because it stopped African Americans' lives from improving since Reconstruction, ensuring that discrimination continued.</i> <i>Finally, the growth of big business and the American economy was arguably a more important change. For instance, the growth of factories and railroads in the late 1800s led to a huge demand for resources such as coal and iron to power and build them. These industries in turn employed more people. This was an important change as it led to a surge of migration to the USA, mainly from Europe, with over 7 million people moving in this period.</i> <i>Overall, although I think that although this was a period of rapid change for many different groups, I do agree that the most important change was to the lives of Native Americans. This is because, unlike with other groups, by 1900, their way of life had been so completely destroyed that there was no way back. Winning equal rights or gaining access to better food or medication would never return their traditional way of life to them.</i>
Level 5 (13-15 marks)	Typically, a balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g. <i>In some ways I agree. For example, the destruction of the buffalo led to a massive change in the way of life for the Native Americans of the Plains. Buffalo hunters killed increasing numbers after 1877 and by the mid-1880s the herds were virtually eradicated. This was an important change because, the lack of buffalo meant the Native Americans had to adapt to farming, which was often unsuccessful because the reservation land was usually poor.</i> <i>Furthermore, the culture of the Native Americans on the Plains was being eradicated on the reservations. Rituals like the Sun Dance were banned, tribes were encouraged to live in houses instead of tipis; and parents were forced to send children to schools where they were forbidden from using their own language. All this meant that, over time, the Native Americans' identity was diluted and it led to a real sense of hopelessness, as can be seen by the Ghost dance movement.</i> <i>However, there were also other important changes which took place in this period. For example, southern states had introduced 'Jim Crow' laws in the 1890s to separate African Americans and White Americans in places like trains, shops, churches and schools. The Supreme Court had ruled in 1896 that this was legal. This was an important change because it stopped African Americans' lives from improving since Reconstruction, ensuring that discrimination continued.</i>

Level 4 (10-12 marks)	Typically, a one sided argument, two explained points of support (2–0), e.g. <i>I agree. For example, the destruction of the buffalo led to a massive change in the way of life for the Native Americans of the Plains. Buffalo hunters killed increasing numbers after 1877 and by the mid-1880s the herds were virtually eradicated. This was an important change because, the lack of buffalo meant the Native Americans had to adapt to farming, which was often unsuccessful because the reservation land was usually poor.</i> <i>Furthermore, the culture of the Native Americans on the Plains was being eradicated on the reservations. Rituals like the Sun Dance were banned, tribes were encouraged to live in houses instead of tipis; and parents were forced to send children to schools where they were forbidden from using their own language. All this meant that, over time, the Native Americans' identity was diluted and it led to a real sense of hopelessness, as can be seen by the Ghost dance movement.</i> Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <i>In some ways I agree. For example, the destruction of the buffalo led to a massive change in the way of life for the Native Americans of the Plains. Buffalo hunters killed increasing numbers after 1877 and by the mid-1880s the herds were virtually eradicated. This was an important change because, the lack of buffalo meant the Native Americans had to adapt to farming, which was often unsuccessful because the reservation land was usually poor.</i> <i>However, there were also other important changes which took place in this period. For example, southern states had introduced 'Jim Crow' laws in the 1890s to separate African Americans and White Americans in places like trains, shops, churches and schools. The Supreme Court had ruled in 1896 that this was legal. This was an important change because it stopped African Americans' lives from improving since Reconstruction, ensuring that discrimination continued.</i>
Level 3 (7-9 marks)	Typically, a one sided argument; one explained point of support (1–0), e.g. <i>I agree. For example, the destruction of the buffalo led to a massive change in the way of life for the Native Americans of the Plains. Buffalo hunters killed increasing numbers after 1877 and by the mid-1880s the herds were virtually eradicated. This was an important change because, the lack of buffalo meant the Native Americans had to adapt to farming, which was often unsuccessful because the reservation land was usually poor.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	Typically, identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g. • <i>I agree, because the increased number of buffalo hunters destroyed the Native Americans' traditional way of life.</i> • <i>I disagree because a more important change was the growth of cities like Chicago.</i> 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, and typically, description of relevant events/ developments in this period, e.g. • <i>After the Great Sioux War, hunters began to start killing the buffalo of the northern Plains in large numbers. (4) The main demand was for hides, because buffalo leather turned out to be very suitable for making belts that powered machinery in the factories in the cities of the East. (5) Special excursion trains were run so that people could go out and shoot buffalo for sport. (6)</i>
Level 1 (1-3 marks)	Typically, valid but general assertion(s), e.g. • <i>Yes, the Native Americans' lifestyle and housing were completely changed in this period.</i> • <i>No, I think there were more changes for African Americans.</i>

Section B: Aztecs and the Spanish Conquest, 1519-1535

Question 6 – 7 marks What can Source A tell us about the Aztecs and/or the Spanish Conquest? 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 <i>Valid features that answers could identify include:</i> • <i>Surface features (L1) – tells us cities were built on water, tells us that there were temples made of stone, tells us the palaces were well built, tells us there were gardens, tells us there were paintings and fabrics in the buildings.</i> • <i>Inferences from the source (L2) – tells us the Aztecs were great builders/ engineers; tells us that the cities were wealthy and large; tells us that they loved beautiful things, both artistic and natural; tells us that they treated their guests well; because the Spanish were so impressed by the cities, it tells us that the cities were almost certainly larger and richer than cities in Spain.</i> • <i>Inferences from the source's tone (L3) – Diaz's tone tells us about the extent of destruction brought about by the Conquest (his purpose was to record what the now lost Aztec cities looked like. His tone in the source is both impressed and also nostalgic/ regretful); Diaz's writing helps us to see how the Spanish had not expected to see such cities, and thus reveals their preconceptions/ prejudices about the Aztecs/ their culture.</i> <i>There is no requirement to mention any possible imitations of the source and indeed in this particular source it is difficult to see what limitations candidates could refer to beyond generic or speculative comments about reliability eg that the memoir was written many years later.</i> <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>
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).	
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).	
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).	
0 marks No response or no response worthy of credit.	

Question 6 – 7 marks What can Source A tell us about the Aztecs and/or the Spanish Conquest? Use the source and your own knowledge to support your answer.	
Guidance and indicative content	
Level 3 (6-7 marks)	Typically, explains what the source tells us about Spanish preconceptions/ prejudices about the Aztecs, e.g. <i>This source is really revealing about the preconceptions that the Spanish had about the Aztecs and their culture. Diaz describes how the Spanish were 'astounded' to discover that the 'straight and level causeway' the Aztecs had built over the water, and even points out how the cities and temples were 'all made of stone'. His surprise suggests that the Spanish were not expecting this level of sophistication and civilization outside of Europe. [7]</i> OR Typically, uses the source's regretful tone to explain what source tells us about the extent of change /destruction under the Spanish, e.g. <i>In this source, Diaz writes rather regretfully about the splendour of Aztec cities. He describes how the soldiers questioned 'whether it was all a dream'. As 'an old man', he seems to want to record what he saw before he dies. When he ends the description with the blunt phrase, 'all that I saw then has been destroyed', he sounds almost apologetic. This tells us about the extent of destruction brought to Aztec cities and culture by the Spanish because even a Spanish conquistador seems to regret the loss. [7]</i> [both tone + destruction inference must be present] NOTE: valid source support = 7 marks No valid source support OR weak/limited explanation = 6 marks
Level 2 (3-5 marks)	Typically, explains what source tells us about the Aztecs and the Spanish Conquest by using a valid inference from content of source, e.g. - The tells us that the Aztecs were skilled and sophisticated engineers because Diaz describes how the cities and villages were 'built in the water' and there was a 'straight and level causeway' leading to Tenochtitlán. Their buildings included 'large palaces built out of magnificent stone'. [5] - The source tells us about the difference between Aztec and Spanish cities. Diaz comments on how the cities and villages which rose out of the water were like nothing the Spanish had 'seen or dreamed of'. [4] - Source A reveals how well the Aztecs treated their guests. Diaz describes the 'large palaces' they were housed in, with 'great rooms and courtyards'. [4] - The source tells us about the advanced nature of the Aztec civilization. [3] - Source A tells us about how wealthy the Aztecs were. [3] NOTES: - Valid inference(s) with no relevant support from the source = 3 marks. (Source detail must be linked to the inference) - One supported inference = 4–5 marks - One supported inference + 2nd inference (supported or unsupported) = 5 marks
Level 1 (1–2 marks)	Typically, lifts surface detail from source or provenance to address question (2 marks), e.g. - The source tells us about how the Spanish were amazed by the Aztec cities. - Source A tells us about how the Aztec cities were beautifully decorated with paintings and fine stonework. OR Typically, makes valid but general assertion(s) (MAX 1 mark) - The source tells us about the Aztec cities the Spanish visited. OR Typically, makes comments on source without addressing the question of what it can tell us about ... (MAX 1 mark), e.g. <i>In Source A, Diaz is anxious to record his story for his children.</i>
0 marks	No response or no response worthy of credit.

Question 7 – 15 marks How useful are Interpretation B, Source C and Interpretation D for a historian studying the Spanish flight from Tenochtitlán? In your answer, refer to the two interpretations and the source as well as your own knowledge.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 5 marks 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.	Notes and guidance specific to the question set <i>Analysis of the source and interpretations could identify features such as:</i> Surface features of interpretations/sources (L2): <i>B useful for showing the Spanish were fighting against the Aztecs; useful for showing how they were chased out of / fleeing Tenochtitlán; useful for showing how the Spanish used horses, armour, guns and cannon against the Aztecs, while the Aztecs fought with arrows, spears, clubs and shields; useful for showing the Tlaxcalans were on the same side as the Aztecs.</i> <i>C useful for showing that the Spanish had to flee Tenochtitlán; for telling us they lost many possessions; for telling us that the Spanish were trying to take gold etc. with them; for telling us how many died/ escaped in the flight; for telling us the Spanish were fighting alongside other 'Indian' allies; for telling us where they retreated; tells us that they were chased out of the city by the Aztecs.</i> <i>D useful for showing that Cortés was nearly killed; for showing that the Spanish killed their own allies; for showing how the Aztecs were attacking them from the canoes; for giving details about numbers of Spanish and allies killed; for telling us how the men left behind were sacrificed by the Aztecs.</i> Inferences from the interpretations/sources (L3–L5): <i>B useful as evidence of the importance of the Tlaxcalan allies in helping the Spanish in July 1520/ showing the Spanish relied on their Tlaxcalan allies; useful for showing the value/ importance of translators like Dona Marina; useful for showing that relations had broken down between Spanish (and allies) and the Aztecs and their position was threatened.</i> <i>C useful as evidence of the desperate position of the Spanish in July 1520 / how close they came to complete defeat/ disaster at this point; useful as evidence about the reasons for the defeat, e.g. outnumbered, hampered by carrying loot; useful as evidence of how difficult it was for the Spanish to escape/ why it was difficult.</i> <i>D useful for revealing how the Spanish had suffered a significant defeat; useful for revealing the ruthlessness of the Spanish in their flight/ desperate position (i.e. killed own Tlaxcalan allies); useful for showing the chaos and panic in the flight (i.e. Spanish in another part of the city left behind).</i> Higher level inferences (L5):
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). 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). 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).	
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). 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). 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).	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). 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). 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).	• <i>Purpose of C (to gain continued support from Charles V for the expedition) is useful because it reveals the precarious position of the expedition after the defeat; it reveals Cortés' desperation to consolidate his own authority by keeping the King on side; it reveals the importance of the role of the King in the expedition.</i> • <i>Understanding of appropriate characteristic features could include: In the summer of 1520 the Spanish were in a dangerous position. A Spanish force from Cuba had arrived, and while Cortés had been away from Tenochtitlan dealing with this, trouble had burst out after the Spanish massacred some Aztecs at a religious ceremony. The result had been an Aztec uprising against Moctezuma, who was killed and replaced by Cuiclahuac. The Spanish and their allies were surrounded and decided to flee the city, but their escape turned into a disastrous defeat. The surviving Spanish had no choice but to retreat to their allied city of Tlaxcala..</i> • <i>Responses which comment on features of extract(s) which make them particularly interesting or useful to historians rather than seeing them as limitations could include –</i> • <i>See L5 comments above.</i> • <i>Less well developed comments will probably include:</i> • <i>(L3) Comments which support or challenge the evidence presented in sources with candidates' own knowledge, rendering sources more or less useful in terms of typicality or reliability. Candidates may show how the sources/interpretation agree and/or disagree with each other (e.g. on numbers of Spanish killed)..</i> • <i>(L3) Comments on how the purpose of Sources C makes it less useful for telling us about the Spanish flight because it presents an unreliable picture to show the defeat as less serious than it was; comments on the purpose of B (to show the heroism of the Tlaxcalans and so to ensure Tlaxcala received good treatment from the Spanish after the war was over) make it unreliable.</i> • <i>(L2) Undeveloped comments on how provenance of sources make them (un)reliable and therefore not useful, e.g. C is lying about how serious the defeat was, B/ D produced a long time after the events and therefore not useful.</i> <i>Candidates should not be rewarded above Level 1 for simply saying what is 'missing' from the sources. 'ie Not useful because it has no information about ...'</i> <i>No reward can be given for raising concerns over the 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> <i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</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). 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). 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).	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). 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) 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) 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	
0 marks No response or no response worthy of credit.	

How useful are Interpretation B, Source C and Interpretation D for a historian studying the Spanish flight from Tenochtitlán? In your answer, refer to the two interpretations and the source as well as your own knowledge.	
Guidance and indicative content	
Level 5 (13-15 marks)	Typically, supported inferences (support from sources) from <u>content</u> of two of B, C or D to explain why at they are useful as evidence about the Spanish position in Mexico in July 1520 (i.e. 2 x L4), e.g. <i>Interpretation B is useful as evidence of how, by July 1520, relations had broken down between the Spanish (and their Tlaxcalan allies) and the Aztecs and their position in Mexico was under threat from the Aztecs. We can see in the image that the Spanish are under attack in Tenochtitlán (we can see their cannon), surrounded by the Aztecs who are beginning to chase them out of the city with their arrows and spears. So this shows the instability of their position and so why they left.</i> <i>Source C is also useful as evidence of why the Spanish were almost completely defeated in July 1520. Cortés writes that they were trying to escape with ‘all the gold we had taken in our flight’, as well as ‘jewels, clothing, all the large guns’. This shows how they must have been hampered by all the loot they were trying to steal, so one of the reasons for their near disaster was their own greed. [15]</i> - NOTE 1: Place responses which make the SAME inference twice e.g. <i>B is useful because it shows the Spanish were nearly defeated ... C is useful because it shows the Spanish were nearly defeated ...</i> in L4) - NOTE 2: Interpretation B can be viewed as either the Spanish under attack just before the flight, or the Spanish just beginning their flight. Either reading of the interpretation should be credited. ALTERNATIVE LEVEL 5: Typically, a very clear explanation of why the bias/ purpose of C reveals importance of the role of king in supporting Cortes’ expedition and/or Cortés’ need to consolidate his own authority, e.g. <i>Source C is very useful to a historian because we can see that Cortés is trying to convince Charles V to continue to support his expedition after the defeat by concealing how serious the Spanish defeat was (for example, he claims only ‘150 of our Spanish men had died in the flight’). Cortés was clearly worried that Charles would turn against him, and this reveals how important it was to Cortés’ authority to maintain the support of the King.</i> NOTE 2: ‘Very clear explanations’ must make use of the source – place unsupported inferences in L3. NOTE 2: (in relation to the ‘alternative’ answer above): Answers with no valid comment on any other source (content or inference) = 13 marks.
Level 4 (10-12 marks)	Typically, supported inference(s) (support from source) from <u>content</u> of one of B, C or D to explain why it is useful as evidence about the Spanish position in Mexico in July 1520, e.g. Interpretation B <i>Interpretation B is useful as evidence of how, by July 1520, the Spanish position in Mexico was under threat from the Aztecs. The Spanish are trying to fight their way out of Tenochtitlán whilst the Aztecs throw arrows and spears at them. [THRESHOLD – 10 MARKS]</i> <i>Interpretation B is useful as evidence of the importance of the Tlaxcalan allies in helping the Spanish against the Aztecs. We can see from the image that the Tlaxcalans are with the Spanish in the middle of the image. They have shields and are helping to defend Cortés against the Aztecs, who have surrounded them, and are throwing spears and arrows at them as the Spanish and Tlaxcalans stick together for safety. [12]</i> <i>Interpretation B is useful for showing how valuable translators like Dona Marina were to the Spanish at this point. She is right in the centre of the group with Cortés and under the protection of the Spanish and their allies as they flee the city. This shows they really need her to escape alive with them. [11]</i> Source C

	- Source C is useful as evidence of what a disaster the retreat from Tenochtitlán was for the Spanish. ‘An infinite number’ of Aztecs attacked them as they fled, and they were forced to swim across the channels, and then fight a rear-guard battle across the causeway. They lost ‘all the gold and jewels’ they had taken in the lake, as well as thousands of soldiers and allies. [12] - Source C is useful for showing us why the Spanish were in a position of near defeat as they fled from Tenochtitlán. For example, it appears they were heavily outnumbered by ‘an infinite number’ of Aztecs who were attacking them ‘both from the land and the water’. [THRESHOLD – 10 MARKS] - Source C is useful as evidence of why it was so difficult for the Spanish to flee Tenochtitlán. Firstly, the nature of the city with all its channels stopped their escape and they had to ‘swim across each of the channels’ to get to the causeway. They were then funneled onto the causeway where it was easy for the Aztecs to pursue them. [11] Interpretation D - D is useful for revealing how the Spanish had suffered a significant defeat. Wood says that ‘the great gambler had lost’, capturing how close Cortés had come to complete failure with the expedition at this point. [THRESHOLD – 10 MARKS] - Interpretation D is useful for revealing how ruthless the Spanish became when desperate. Wood describes how they were prepared to kill their own Tlaxcalan allies ‘by pushing them into the water and crossing on their bodies’. This shows how they did not think they would get out alive. [11] - D is useful for showing the chaos in the flight from Tenochtitlán. Wood describes how some Spanish had not been able to leave at all, but were cut off in another part of the city and ‘sacrificed to the war god’ by the Aztecs. This shows how the Aztecs were in a better position than the Spanish at this point, as the Spanish were disorganised and the Aztecs took advantage of this. [12]
Level 3 (7-9 marks)	Typically, valid but unsupported inference(s) from content to explain why one or more of B, C, D are useful as evidence about the Spanish position in July 1520, e.g. - Source C is useful for showing that in July 1520, the Spanish were nearly defeated and in a desperate position. - Interpretation B is useful for showing that in July 1520, the Spanish position was threatened as they had come under attack from the Aztecs in Tenochtitlán. Alternatively, and typically, uses specific contextual knowledge OR cross-reference between sources OR purpose of B/C to argue that one or more of B, C or D are useful or not useful because they are (un)reliable, e.g. - In Source C, Cortés is trying to get more help from Spain so he does not tell the real truth about the losses of Spanish troops. We can see from Interpretation D that other estimates put the actual number of losses much higher than Cortés did, so I don’t trust what he says here. [8] - I think Source C is useful because Cortés describes the way they had to cross the canals to escape from the city and this was correct, because the Aztecs had removed the bridges, so I think what he’s saying is right. [7] - Source C mentions the ‘Indian’ allies of the Spanish and I think this is useful about their position in July 1520 because it is supported by Interpretation D which also shows the Spanish fighting alongside their Tlaxcalan allies. [8] - I don’t think Interpretation B is that useful because it’s not reliable. It was made to show the heroism of the Tlaxcalans in fighting alongside the Spanish, and to ensure Tlaxcala received good treatment from the Spanish after the conquest, so we can’t really trust it. [9] - I don’t think Interpretation B is very useful because it shows the Tlaxcalans fighting with the Spanish, but in D it says that the Spanish killed their Tlaxcalan allies to get out, so I don’t trust it. [8] NOTE: 1 source/ interpretation = 7–8 marks 2 or more = 8–9 marks
Level 2 (4-6 marks)	Typically, uses surface features or extracts to argue source(s) are useful about the Spanish position in 1520, e.g. B useful for showing us that the Spanish were using horses, armour, guns and cannon against the Aztecs in 1520, while the Aztecs fought with arrows, spears, clubs and shields. [5]

	• <i>C is useful for showing that the Spanish were trying to take 'gold' and 'jewels' with them as they fled Tenochtitlán but that they lost them in the lake. [5]</i> • <i>D is useful because it tells us about how Cortés himself was nearly killed when he fell into the water and was only pulled out 'just in time'. [5]</i> • <i>C is useful for telling us about how the Spanish were fleeing from Tenochtitlán in July 1520. Cortés describes how they had to swim across the water channels. B is also useful because it shows us that the Spanish were fighting alongside the Tlaxcalans against the Aztecs as they fled the city. [6]</i> NOTE: 1 source/ interpretation = 5 marks 2 or more = 6 marks Alternatively, and typically, argues useful or not useful on the basis of undeveloped provenance (4 marks), e.g. • <i>Source C is very useful because Cortés was actually there at the time so he was an eye-witness.</i> • <i>Interpretation B was produced 30 years after the event so I don't think it's that useful.</i>
Level 1 (1–3 marks)	Typically, valid but general assertion(s) (MAX 1 mark), e.g. • <i>I think B is useful because it tells us about Aztec weapons.</i> OR Typically, descriptions of / comments on the sources/ source provenances (1–3 marks) e.g. • <i>In Source B, Donna Marina is sat behind Cortes so she must have been important.</i> Alternatively, and typically, argues not useful because of what information the source(s) do not contain (MAX 1 mark), e.g. • <i>Source C is not very useful. It's about the Spanish flight, but it doesn't tell us important information about it. For example, I know that the Aztecs only started attacking the Spanish after some of their lords were massacred, and that Moctezuma had been killed.</i>
0 marks	

Question 8* – 18 marks 'Religion was the most important aspect of Aztec society.' How far do you agree? Give reasons for your answer.	
Levels 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	Notes and guidance specific to the question set <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 5 and 6, this must involve considering both reasons to agree and disagree with the statement.</i> <i>Answers are most likely to show understanding of the second order concepts of significance (how far religion dominated features of Aztec society/life such as warfare or agriculture); causation (reasons why religion was or was not central to Aztec society/life); and diversity (similarity/difference in the experience of different groups of people) but reward appropriate understanding of any other second order concept.</i> Grounds for agreeing may include: <i>the importance and scale of religious ceremonies, such as the dedication of the temple in Tenochtitlan in 1486 when 20,000 people may have been sacrificed; the way that religion inspired warfare, by demanding sacrificial victims, as in the so-called 'Flower wars'; the importance of priests in the social hierarchy of the Aztecs; the position of the Aztec emperor as the speaker of the gods; the huge expenditure of labour used to build the temples of the gods; the refusal of Moctezuma to consider converting to Christianity and his anger at the suggestion; the fury of the Aztecs when a religious ceremony was broken up by Alvarez; the survival of Aztec religious beliefs after the Spanish Conquest; religious rituals and festivals helped to unite the empire (e.g. human sacrifice of conquered to Aztec gods); capturing of gods of conquered enemies; religion helped to reinforce the power of the nobles; close connection between warfare and religion/ priests.</i> Grounds for disagreeing may include: Reasons to argue that religion was not that important: <i>after the fall of the Aztec Empire, as many as 5 million Mexicans converted to Christianity within 10 years, implying their religion was not very important to them; during the Siege of Tenochtitlan the Aztecs sacrificed fewer captives and instead focused on killing the Spanish in battle; the way that many tribes turned against the Aztecs, even including their own cities of Texcoco and Tlacopan; the way that many leading Aztec nobles, including some of the daughters of Moctezuma, were happy to convert to Christianity.</i> Reasons to argue that other aspects of Aztec society were more important: • Craftworking: <i>provided objects for daily life as well as luxury items that represented the status of their owners; it helped produce food – building blocks and grinders for maize; craftworkers had status in Aztec society showing the importance of their work; the objects were traded which stimulated wealth and prosperity across the empire.</i> • Agriculture: <i>the vast majority of the population was involved in agriculture rather than anything directly linked to religion; farming was vitally important in feeding the large population e.g. maize and beans, squashes, tomatoes, chillies; it also produced raw materials for daily life e.g. maguey cloth for ordinary people to</i>
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>	
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>	
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>	
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>	<i>wear, and cotton for clothes for nobles as well as padded armour, bags and used as a form of currency; it was so important for food that intensive farming techniques were developed to feed everyone; also used as tribute.</i>
0 marks No response or no response worthy of credit.	• Tribute: society based around the tribute system, e.g. provinces provided regular, set tribute to their Aztec overlords; commoners received land in return for paying tribute/ providing service to local noble; system meant that all nobles benefited from being part of the Aztec empire; created bonds of loyalty between elite groups and this helped to unite society under Aztec rule. • Warfare: Both nobles and commoners trained as warriors and gained rank and rewards based on the number of captives they took in battle; warfare was central to the identity of male Aztecs, e.g. umbilical cord of each baby boy was taken to be buried on a battlefield; army was vital in controlling provinces and putting down rebellions; warriors had special privileges (e.g. special clothes /hairstyles; consuming alcohol; keep several sexual partners); the threat of brutal retaliation if people rebelled which enabled the Aztecs to control the empire; some historians believe that the Aztec Empire could not have survived without constant violence and warfare (if the Aztecs had stopped fighting for too long, their subject altepetl would consider them weak). • Trade: importance of professional merchants/ pochteca in distributing the wealth of the Aztec nobles across the empire; trade networks operated by the pochteca brought precious materials and goods into the Aztec Empire; the merchants earned them special privileges such as their own religious rituals and system of courts, showing how important trade was; economic activity brought prosperity. • Status and hierarchy: Aztec society was strictly structured, with nobles, commoners, and slaves each having defined roles; people were mostly born into their class, with limited chance of moving up. Status shaped daily life, affecting clothing, housing, food, and legal rights. Nobles held top positions and had special privileges, while commoners had clear duties like paying tribute and serving in war. Even among warriors, ranks and rewards were carefully graded. This rigid hierarchy helped maintain order and loyalty across the empire.

Question 8 – 18 marks 'Religion was the most important aspect of Aztec society.' How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	Typically, a balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks, e.g. <i>There is much evidence to support the statement. Firstly, the structure of Aztec society was based around religion, with high status being given to those with a religious role. For example, the role of the Aztec emperor was to secure the continued existence of the world by ensuring that the gods received food through human sacrifice. Priests were also drawn from the nobility and enjoyed a high amount of prestige. This shows that religion was important because it was linked to power.</i> <i>Furthermore, religion also played a central role in warfare. The Aztec style of fighting was focused on taking prisoners for a religious purpose, rather than killing their enemies. For example, 'Flower Wars' were chiefly about gaining captives for sacrifice. Often the rulers of both allied and enemy city states were required to attend large-scale ceremonies at Templo Mayor to witness this. So religion was important because it was a means of controlling the empire.</i> <i>On the other hand, there is evidence against the statement. Aztec society was heavily based on agriculture, upon which religion had little impact. The Aztecs went to great lengths to produce good farming conditions through the use of gardens, irrigation, terracing and chinampas. These were all used to produce as much good land and soil as possible for growing maize, beans, tomatoes and chillies. Aztec society was reliant on these for feeding the people, showing its central importance.</i> <i>Finally, it can also be argued that the arrival of the Spanish brought about great changes in Aztec society. They adapted their methods of warfare to cope with the Spanish, using more ambushes and missiles than previously, and often focusing their attacks on the horses. This shows they were not completely tied to their religious-based war for captives. Following the fall of the Empire, there was also widespread adoption of Christianity, implying that religion was not that important to them.</i> <i>Overall, I think that it depends on exactly what time we are discussing. Before the arrival of the Spanish there is a good argument that religion was at the heart of the empire, and Moctezuma was certainly a very religious man, who considered such things as central to his life and empire. However, as the empire came under attack, the Aztecs showed that they were willing to put aside many of their religious rituals, especially in the area of warfare, so as to resist the Spanish invaders more effectively. Overall the rapid conversion of millions of Mexicans to Christianity in would seem to imply that the roots of Aztec religion were not very deep within society.</i>
Level 5 (13-15 marks)	Typically, a balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g. <i>There is much evidence to support the statement. Firstly, the structure of Aztec society was based around religion, with high status being given to those with a religious role. For example, the role of the Aztec emperor was to secure the continued existence of the world by ensuring that the gods received food through human sacrifice. Priests were also drawn from the nobility and enjoyed a high amount of prestige. This shows that religion was important because it was linked to power.</i> <i>Furthermore, religion also played a central role in warfare. The Aztec style of fighting was focused on taking prisoners for a religious purpose, rather than killing their enemies. For example, 'Flower Wars' were chiefly about gaining captives for sacrifice. Often the rulers of both allied and enemy city states were required to attend large-scale ceremonies at Templo Mayor to witness this. So religion was important because it was a means of controlling the empire.</i> <i>On the other hand, there is evidence against the statement. Aztec society was heavily based on agriculture, upon which religion had little impact. The Aztecs went to great lengths to produce good farming conditions through the use of gardens, irrigation, terracing and chinampas. These were all used to produce as much good land and soil as possible for growing maize, beans, tomatoes and chillies. Aztec society was reliant on these for feeding the people, showing its central importance.</i>

Level 4 (10-12 marks)	Typically, a one-sided argument, two explained points of support (2–0), e.g. <i>I agree. Firstly, the structure of Aztec society was based around religion, with high status being given to those with a religious role. For example, the role of the Aztec emperor was to secure the continued existence of the world by ensuring that the gods received food through human sacrifice. Priests were also drawn from the nobility and enjoyed a high amount of prestige. This shows that religion was important because it was linked to power.</i> <i>Furthermore, religion also played a central role in warfare. The Aztec style of fighting was focused on taking prisoners for a religious purpose, rather than killing their enemies. For example, ‘Flower Wars’ were chiefly about gaining captives for sacrifice. Often the rulers of both allied and enemy city states were required to attend large-scale ceremonies at Templo Mayor to witness this. So religion was important because it was a means of controlling the empire.</i> Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <i>There is much evidence to support the statement. Firstly, the structure of Aztec society was based around religion, with high status being given to those with a religious role. For example, the role of the Aztec emperor was to secure the continued existence of the world by ensuring that the gods received food through human sacrifice. Priests were also drawn from the nobility and enjoyed a high amount of prestige. This shows that religion was important because it was linked to power.</i> <i>On the other hand, there is evidence against the statement. Aztec society was heavily based on agriculture, upon which religion had little impact. The Aztecs went to great lengths to produce good farming conditions through the use of gardens, irrigation, terracing and chinampas. These were all used to produce as much good land and soil as possible for growing maize, beans, tomatoes and chillies. Aztec society was reliant on these for feeding the people, showing its central importance.</i>
Level 3 (7-9 marks)	Typically, a one-sided argument; one explained point of support (1–0), e.g. <i>I agree because the structure of Aztec society was based around religion, with high status being given to those with a religious role. For example, the role of the Aztec emperor was to secure the continued existence of the world by ensuring that the gods received food through human sacrifice. Priests were also drawn from the nobility and enjoyed a high amount of prestige. This shows that religion was important because it was linked to power.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	Typically, identification of reason(s) to support/challenge which don’t meet criteria for an explained point, e.g. • Yes, I agree because the Aztecs sacrificed thousands of people at the temple in Tenochtitlán. • No, I disagree because society was more reliant on agriculture to be able to feed the people. 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, and typically, description of Aztec religion/ society in this period, e.g. <i>The Aztecs believed the gods had sacrificed themselves to create the world. (4) This was why they carried out human sacrifice; it was a way of repaying the gods and ensuring universe carried on. (5) They believed the sun needed human blood to rise each day, and without it, the world would end. (6)</i>
Level 1 (1-3 marks)	Valid but general assertion(s), e.g. <i>Yes, everyone in the Aztec Empire took their religion very seriously.</i>
0 marks	

Question 9 – 18 marks 'The fall of the Aztec Empire changed everything for the people of Mexico'. How far do you agree with this view of the impact of Spanish rule between 1521 and 1535? Give reasons for your answer.	
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>	Notes and guidance specific to the question set <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 5 and 6, this must involve considering both reasons to agree and disagree with the statement.</i> <i>Answers are most likely to show understanding of the second order concept of change (between life before and after the Conquest); significance (how important the changes to society were); causation (reasons why the changes were or were not important); and diversity (similarity/difference in the experience of different groups of people) but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing may include:</i> • Land/ farming/ environment: the introduction of horses and cattle, which changed the landscape and removed large areas of land from maize cultivation; trees were also cut down to feed the demand for wood, which led to soil erosion as there were fewer roots to bind the soil together; introduction of the encomienda system gave settlers control over land and indigenous labour, which often led to overworked land and people, and reduced indigenous food production; parts of central Mexico became too dry to grow crops any more - the Spanish did not maintain the Aztec water management systems of dams and channels at Lake Texcoco and Mexico City was built over the top of Tenochtitlan (over time the lake was almost drained), which led to parts of the Basin of Mexico becoming arid desert and causing water shortages. • Religion: Aztec figures and temples destroyed and replaced with crosses and images of the Virgin Mary; Franciscan friars arrived in Mexico and held mass baptisms as well as teaching literacy and Christianity; the indigenous population became Catholic, and Christianity has since blended with local traditions. • People: ruling class of the Aztecs almost completely disappeared, though a few Aztec princesses did marry conquistadors; numbers of Spanish settlers grew whilst the indigenous population declined as a result of diseases; Spanish also began to bring (enslaved) West Africans to Mexico, both directly and from the Caribbean; marriages between all these different groups meant that over time, there was a multitude of different ethnicities in Mexico. • Disease: the spread of epidemic European diseases through Mexico and beyond proved a huge change, that may have killed as many as 95% of the indigenous population. <i>Grounds for disagreeing may include:</i> the vast majority of the population worked on the land, and that did not change when the Aztec Empire fell; the work they did remained largely the same; the Aztec Empire had conquered many other peoples, so to most ordinary people the replacement of one foreign ruling class by another would not have made much difference; even the destruction of the Aztec capital,
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>	
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>	
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.	

	<i>Tenochtitlan, is unlikely to have made much difference as it was rapidly rebuilt as Mexico City; even the disappearance of the Aztec religion was not complete, as some argue that ceremonies like The Day of the Dead are survivals of Aztec beliefs (although this is severely contested by other historians (e.g. Stanley Brandes) who argue that the Day of the Dead actually has more to do with Catholicism (i.e. All Hallows Eve, All Saints Day, All Souls Day, etc.).</i>
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Question 9 – 18 marks ‘The fall of the Aztec Empire changed everything for the people of Mexico’. How far do you agree with this view of the impact of Spanish rule between 1521 and 1535? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	Typically, a balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks, e.g. <i>There is a great deal of evidence to support the statement. Firstly, the Spanish were Catholics and demanded that the Aztec people embraced Christianity. Aztec figures and temples were destroyed and replaced with crosses and images of the Virgin Mary. Franciscan friars arrived in Mexico and held mass baptisms as well as teaching literacy and Christianity. This was a major change which saw the conversion of millions of Mexica to Christianity.</i> <i>Secondly, the Conquest transformed the population. The number of Spanish settlers grew whilst the indigenous population declined as a result of diseases. The Aztec nobility was almost completely replaced by a Spanish one. Furthermore, the Spanish also began to bring West Africans to Mexico, both directly and from the Caribbean. They were enslaved and forced to work in mining and sugar processing. This was a huge change and led to a multitude of different ethnicities in Mexico.</i> <i>Furthermore, the conquest led to important environmental changes which affected the people of Mexico. This was partly because the colonists introduced large number of sheep and cattle which multiplied quickly and grazed on the vegetation. Trees were also cut down to feed the demand for wood, which led to soil erosion as there were fewer roots to bind the soil together. These activities meant that the landscape in parts of central Mexico became too dry to grow crops any more.</i> <i>However, there is some evidence against the statement. The vast majority of people in the Aztec Empire worked on the land, and there was almost no change in what they did, the technology of the tools they used, or in their standard of living. They paid tax to the Spanish in the same way that they had paid tax to the Aztecs. Many were not even Aztecs, but came from other nations, so the replacement of an Aztec ruling class by a Spanish one would have made little difference.</i> <i>Overall, I think that it depends on which group of people we are discussing. A member of the Aztec aristocracy, or an Aztec priest, was likely to have experienced huge changes to their life. In contrast, for agricultural workers, it is unlikely that they experienced as much change in the short term, or not at least until agriculture began to be focussed on livestock rather than crops. Over the long term, however, there is little doubt that the lives of most Mexica did change significantly.</i>
Level 5 (13-15 marks)	Typically, a balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g. <i>There is a great deal of evidence to support the statement. Firstly, the Spanish were Catholics and demanded that the Aztec people embraced Christianity. Aztec figures and temples were destroyed and replaced with crosses and images of the Virgin Mary. Franciscan friars arrived in Mexico and held mass baptisms as well as teaching literacy and Christianity. This was a major change which saw the conversion of millions of Mexica to Christianity.</i> <i>Secondly, the Conquest transformed the population. The number of Spanish settlers grew whilst the indigenous population declined as a result of diseases. The Aztec nobility was almost completely replaced by a Spanish one. Furthermore, the Spanish also began to bring West Africans to Mexico, both directly and from the Caribbean. They were enslaved and forced to work in mining and sugar processing. This was a huge change and led to a multitude of different ethnicities in Mexico.</i> <i>However, there is some evidence against the statement. The vast majority of people in the Aztec Empire worked on the land, and there was almost no change in what they did, the technology of the tools they used, or in their standard of living. They paid tax to the Spanish in the same way that they had paid tax to the Aztecs. Many were not even Aztecs, but came from other nations, so the replacement of an Aztec ruling class by a Spanish one would have made little difference.</i>

Level 4 (10-12 marks)	Typically, a one-sided argument, two explained points of support (2–0), e.g. <i>I agree. Firstly, the Spanish were Catholics and demanded that the Aztec people embraced Christianity. Aztec figures and temples were destroyed and replaced with crosses and images of the Virgin Mary. Franciscan friars arrived in Mexico and held mass baptisms as well as teaching literacy and Christianity. This was a major change which saw the conversion of millions of Mexico to Christianity.</i> <i>Secondly, the Conquest transformed the population. The number of Spanish settlers grew whilst the indigenous population declined as a result of diseases. The Aztec nobility was almost completely replaced by a Spanish one. Furthermore, the Spanish also began to bring West Africans to Mexico, both directly and from the Caribbean. They were enslaved and forced to work in mining and sugar processing. This was a huge change and led to a multitude of different ethnicities in Mexico.</i> Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <i>There is a great deal of evidence to support the statement. Firstly, the Spanish were Catholics and demanded that the Aztec people embraced Christianity. Aztec figures and temples were destroyed and replaced with crosses and images of the Virgin Mary. Franciscan friars arrived in Mexico and held mass baptisms as well as teaching literacy and Christianity. This was a major change which saw the conversion of millions of Mexico to Christianity.</i> <i>However, there is some evidence against the statement. The vast majority of people in the Aztec Empire worked on the land, and there was almost no change in what they did, the technology of the tools they used, or in their standard of living. They paid tax to the Spanish in the same way that they had paid tax to the Aztecs. Many were not even Aztecs, but came from other nations, so the replacement of an Aztec ruling class by a Spanish one would have made little difference.</i>
Level 3 (7-9 marks)	Typically, a one-sided argument; one explained point of support (1–0), e.g. <i>I agree because the Spanish were Catholics and demanded that the Aztec people embraced Christianity. Aztec figures and temples were destroyed and replaced with crosses and images of the Virgin Mary. Franciscan friars arrived in Mexico and held mass baptisms as well as teaching literacy and Christianity. This was a major change which saw the conversion of millions of Mexico to Christianity.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	Typically, identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g. • Yes, I agree because the Aztecs religion was replaced with Christianity. 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, and typically, description of relevant events 1521–1535, e.g. <i>Cortes decided to distribute land using the encomienda system. (4) This was where a group of indigenous people were allocated to a Spaniard who would oversee their religious conversion and welfare. (5) They had to give him a share of the produce as well as labour services. (6)</i>
Level 1 (1-3 marks)	Typically, valid but general assertion(s), e.g. • No, for some people life remained almost exactly the same.
0 marks	

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