GCSE (9–1)

History B (Schools History Project)

J411/32: Viking Expansion, c.750-c.1050 with Aztecs and the Spanish Conquest 1519-1535

General Certificate of Secondary Education

Mark Scheme for June 2019

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Stamp	***Annotation Name***	***Description***
✔ 1	Tick 1	Level 1
✔ 2	Tick 2	Level 2
✔ 3	Tick 3	Level 3
✔ 4	Tick 4	Level 4
✔ 5	Tick 5	Level 5
✔ 6	Tick 6	Level 6
SEEN	SEEN	Noted but no credit given
NAQ	NAQ	Not answered question
~~	Wavy Line	Development / Evidence / Support of valid point
BP	BP	Blank page

Subject–specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

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

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

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

2 The specific task–related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.

3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Section A: Viking Expansion, c.750–c.1050

Question 1 – 3 marks **(a) Give one example of a group that traded with the Volga Vikings.** **(b) Identify one reason why Vikings left their homelands.** **(c) Name one feature of Harald Bluetooth's rule.**	
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:* ***Arabs, Abbasids, Byzantines, Slavs, Franks***
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	*For 1(b), likely valid responses include:* ***population pressure, social structures and younger sons, searching for more fertile lands, wealth, fame, adventure, invasion, trade, finding new items to bring back, raiding***
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	*For 1(c) likely valid responses include:* ***communication, connecting up his kingdom, bridge-building, moving his capital to Roskilde; defence through forts like Trelleborg and ramparts such as the Danevirke system; Christianisation; expansion into parts of Norway; defeat by his own son and subsequent death, improved trade*** Any other historically valid response is acceptable and should be credited.

<table>
<tr><td colspan="2">Question 2 – 9 marks
Write a clear and organised summary that analyses the trading activities of the Volga Vikings. Support your summary with examples.</td></tr>
<tr><td>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</td><td>Notes and guidance specific to the question set</td></tr>
<tr><td>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).</td><td rowspan="4">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: trade, settling and ruling, raids. Trade is likely to feature prominently and may include: the establishment of a base at Staraya Ladoga from which to trade; the development of trade routes along the Volga, Dnieper and Don. Consequent growth and development of Novgorod and Kiev. Importance of these settlements and of rulers such as Rurik, Oleg and Vladimir. Answers are likely to focus on the areas reached at the end of the trade routes, namely Constantinople and across the Caspian Sea to Baghdad. Reference may be made to the raids on Constantinople and the role played by the Varangian guard, but also to specific items traded there and in the Arab world: items brought from Scandinavia (such as honey, wax, furs, slaves, walrus ivory) and those brought back (such as amber, silk, olive oil, wine, spices, semi-precious stones….). Specific mention may also be made of the importance of silver to the Vikings. The ‘extent’ or reach of Viking trade, the success and duration of settlement and rule in the east may also be addressed.

Use of conceptual understanding to organise the response might in this case involve diversity, e.g. distinguishing by geographical regions – Russia, Byzantium or the Arab World.

Answers may show understanding of second order concepts such as diversity (e.g. not just traders but raiders, setters and rulers, difference in impact between different geographical areas, different types of items traded); similarity and difference within situations (e.g. between the Rus and Constantinople); significance – influential were the Vikings were in the east.

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).
No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</td></tr>
<tr><td>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).</td></tr>
<tr><td>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).</td></tr>
<tr><td>0 marks
No response or no response worthy of credit.</td></tr>
</table>

Question 2 – 9 marks **Write a clear and organised summary that analyses the trading activities of the Volga Vikings. Support your summary with examples.**	
Guidance and indicative content	
Level 3 (7–9 marks)	Answers at L3 will typically be organised around a second order concept such as causes/ consequences, change/continuity, diversity. Answers will be **supported with two or more valid examples** e.g. *[Significance]* *The Volga Vikings were effective traders who created a trading network which gave them access to new products. For example, they established trading with Constantinople where the Volga Vikings were able to exchange timber, furs and slaves for items such as spices, silk, fruit and wine. The Volga Vikings became richer as a result and this allowed them to build a powerful trading network). In addition, the Volga Vikings were also able to use their trading routes to form new relationships and to gain influence in the East. They became the Varangian guard to the Byzantine emperor due to the ferocious way that they fought in battle and this afforded them more power and wealth in this region.* **Nutshell: Summary based on second order concept(s) with two or more valid supporting examples** ***Other valid areas might include:*** *Diversity (e.g. not just traders but raiders, setters and rulers, difference in impact between different geographical areas, different types of items traded); similarity and difference within situations (e.g. between the Rus and Constantinople); significance – influential were the Vikings were in the east.*
Level 2 (4–6 marks)	Answers at L2 will typically be organised around a second order concept, **supported with one valid example**, e.g. *[Significance]* *The Volga Vikings were effective traders who created a trading network which gave them access to new products. For example, they established trading with Constantinople where the Volga Vikings were able to exchange timber, furs and slaves for items such as spices, silk, fruit and wine. The Volga Vikings became richer as a result and this allowed them to build a powerful trading network.* **Nutshell: Summary based on a second order concept with one valid supporting example** **NOTE: Answers which consist of a list of examples and a disconnected/weak concept will be awarded at 4 marks**
Level 1 (1–3 marks)	Answers at L1 will typically **list relevant events or developments,** e.g. *The Volga Vikings developed trading routes such as Staraya Ladoga. They built trading routes along the Volga river. They were involved in settlement and raids.* **Nutshell: List of events / developments with no organising concept.**
0 marks	

<table>
<tr><td colspan="2">Question 3 – 10 marks
What was the impact of the Great Heathen Army's invasion of England? Explain your answer with examples.</td></tr>
<tr><td>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</td><td>Notes and guidance specific to the question set</td></tr>
<tr><td>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).</td><td rowspan="5">Explanations could consider: the first full invasion of the country by Vikings; over-wintering had occurred before but the purpose in 865 was entirely clear. The army remained for fourteen years focusing on different areas and shoring up their gains: references will be made to the impact felt across different parts of the country from the invasion: the capture of York and establishment of a Northumbrian kingdom; base at Thetford and subsequent success in East Anglia; over-wintering in Repton and taking of parts of Mercia in 873-4. Therefore the army conquered parts of three of the four kingdoms. Attempts to conquer Wessex in 870-1 and 875-8 and consequent treaty made between Alfred and Guthrum – displays impact in terms of permanence of the invasion but also that England was not completely conquered. Establishment of the Danelaw area formally dividing the country and the significant impact afterwards, through settlement and adoption of Danish laws.

Explanations are most likely to show understanding of the second order concept of consequence and significance (extent of conquest, significance of changes to settlement, laws and customs) but reward appropriate understanding of any other second order concept. Candidates may explore the idea of the limitations of the invasion – for example not taking all four kingdoms, the defence of Wessex, the integration of Viking settlers into Anglo-Saxon society. They may also focus for a significant part of the response on the longer-term impact of the invasion, in terms of the features of the Danelaw and how long it lasted.

Answers which simply describe the Great Heathen Army cannot reach beyond Level 1.</td></tr>
<tr><td>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).</td></tr>
<tr><td>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).</td></tr>
<tr><td>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).</td></tr>
<tr><td>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).</td></tr>
<tr><td>0 marks
No response or no response worthy of credit.</td></tr>
</table>

Question 3 – 10 marks **What was the impact of the Great Heathen Army's invasion of England? Explain your answer with examples.**	
Guidance and indicative content	
Level 5 (9-10 marks)	Level 5 answers will typically identify at least **two examples of impact that the Great Heathen Army had on England and explain these fully** e.g. *The impact of the Great Heathen Army's invasion was the establishment of the Danelaw in central and eastern England where the Danes were able to rule according to their own laws. This was important because it created an area of territory for the Vikings in England where their laws were upheld and whilst this eventually led to King Athelstan driving them out, the changes to customs and practices had already been established in this part of England.* *Another impact of the Great Heathen Army's invasion was the organisation of settlements which led to cultural assimilation. This began with a practice of over-wintering which led to the invaders focusing on different areas to take over longer term. For example, the capture of York, Thetford and Repton led to the Vikings settling in larger parts of England. As a result of all this activity, the impact of Old Norse on the Old English dialects being spoken by the native population was significant and had far-reaching implications. It was the interaction between the Viking settlers and their English neighbours, their trading and farming activities and their eventual intermarriage and assimilation that helped to create the melting pot of two languages.* **Nutshell: Two or more examples of impact explained**
Level 4 (7-8 marks)	Level 4 answers will typically identify **one examples of impact that the Great Heathen Army had on England and explain this fully** e.g. *The impact of the Great Heathen Army's invasion was the establishment of the Danelaw in central and eastern England where the Danes were able to rule according to their own laws. This was important because it created an area of territory for the Vikings in England where their laws were upheld and whilst this eventually led to King Athelstan driving them out, the changes to customs and practices had already been established in this part of England.* **Nutshell: One example of impact explained** **NOTE: Answers at L4 will often identify and describe several reasons but only fully explain one of them** **NOTE: Allow examples of change as impact**
Level 3 (5-6 marks)	Level 3 answers will typically **identify at least one valid impact** e.g. • *The Great Heathen Army established the Danelaw in central and eastern England* • *The Great Heathen Army organised settlements in England over time* **Nutshell: Identifies one or more valid reason(s) but no supporting evidence OR no full explanation of impact** **NOTE: 5 marks for one impact identified; 6 marks for two or more** **NOTE: Allow examples of change as impact**
Level 2 (3-4 marks)	Level 2 answers will typically contain correct general **descriptions of the invasion of the Great Heathen Army**. e.g. • *The Great Heathen Army invaded England in 865* • *The Great Heathen Army landed on the Isle of Thanet used East Anglia as their starting point for invasion* **Nutshell: Describes features of the invasion**
Level 1 (1–2 marks)	Level 1 answers will typically contain **general points, unsupported assertions or descriptions of the Great Heathen Army** e.g. *The 'Great Heathen Army' was a large force who were determined to pillage England. They were fierce warriors.* **Nutshell: Assertion(s) and/or descriptions of the Great Heathen Army**
0 marks	

Question 4* – 18 marks **'Religion was the most important factor in the lives of Vikings in their homelands'. How far do you agree with this statement? 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**
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). *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*	*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 religion and at least one other factor e.g. landscape, trade, society and social structures. Considering more than one alternative factor may be a feature of highest level answers.* *Answers are most likely to show understanding of the second order concepts of significance (importance of religion and other factors in shaping everyday life), diversity (different factors involved in shaping everyday life) and potentially cause and consequence (how religion and other factors like landscape and trade led to Vikings behaving in particular ways and making decisions as a result of those factors). Reward appropriate understanding of any other second order concept.* *Grounds for agreeing include: centrality of belief in Viking gods. Different gods with specific roles that had links to aspects of life e.g. Odin, God of War Thor, God of thunder and lightning, Baldur the god of summer sun, Freyr being the god of weather, linking to the need to produce a good annual harvest of crops. Vikings made offerings and sacrifices to the gods to ensure good harvests but also for rites of passage such as births and deaths. The tree Yggdrasil at the centre of the universe with gods living on Asgard and humans on Midgard, a different level. Role of Valhalla and Ragnarok in developing attitudes to fighting, war and having a glorious death.* *Grounds for disagreeing include: whilst belief in Viking gods was important, in itself it didn't shape everyday life so much as react to the nature of everyday life. The actual shaping was done by the particular demands of the Scandinavian landscape. Limited amounts of good farming land led to a reliance on the produce of forests and fjords. Harsh winters led to the preserving and pickling of foodstuffs. Many settlements were clustered around coastal inlets or fjords. Interaction (trading and raiding) with other countries also had an impact – the items brought back by the Volga Vikings, for example (such as spices) or the Vikings that raided Britain and brought back plunder and slaves. Social structures – from kings, to jarls, to the role of women and existence of Thralls (slaves), with limited movement occurring between groups, clearly shaped everyday life for Vikings to a large degree.*
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). *There is a well-developed line of reasoning which is coherent, relevant and logically structured.*	
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). *There is a developed line of reasoning which is clear, relevant and logically structured.*	
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). *There is a line of reasoning presented which is mostly relevant and which has some structure.*	
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). *There is a line of reasoning which has some relevance and which is presented with limited structure.*	
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). *The information is communicated in a basic/unstructured way.*	
0 marks No response or no response worth of credit.	

Question 4* – 18 marks **'Religion was the most important factor in the lives of Vikings in their homelands'. How far do you agree with this statement? Give reasons for your answer.**	
Guidance and indicative content	
Level 6 (16-18 marks)	Level 6 answers will typically set out a balanced argument explicitly supported by at least **4 valid examples**. **For 18 marks, candidates present a valid clinching argument** e.g. *Religion was an important aspect of Viking life because gods such as Freyr (God of Weather) were a central feature of their customs and traditions. The Vikings made offerings and sacrifices to the gods to ensure good harvests and therefore this was a very important aspect of how they understood the world. Another element of religion which was important was the idea of Valhalla which the Vikings understood as an afterlife overseen by Odin (God of War) who would heal the wounds of fallen soldiers who had fought courageously. This idea was important as it influenced the Viking culture of waging war and pursuing battle to achieve glory.* *On the other hand the Vikings were also committed to practical farming and managing their harsh landscapes to stay alive in the real world. Vikings relied on the produce from forests, fjords and picking their food so that they could survive harsh winters. This was an equally important aspect of life in their homelands as it allowed them to survive. It is also important to note that settlements were based around coastal areas that allowed Vikings to trade and raid and the items brought back from other countries was also important. For example, the Vikings that invaded Britain brought back plunder and slaves. Therefore, these were equally important features to the Viking homelands.* *Overall, whilst the Vikings may have attributed many of their successes to religion and this clearly played a role in their cultural mindset, I believe that the most important aspect of their lives was their ingenuity and hardiness forged by their physical environment. The Vikings mastered their terrain, and this gave them the resources and skills to survive at home and thrive in their development of trading networks over time.* **Nutshell: Balanced argument; two valid supporting examples each side OR three on one side and one on the other. 2-2 OR 3-1** **Clinching argument = 18 marks**
Level 5 (13-15 marks)	Level 5 answers will typically set out a balanced argument explicitly supported by at least **3 valid examples**, e.g. *Religion was an important aspect of Viking life because gods such as Freyr (God of Weather) were a central feature of their customs and traditions. The Vikings made offerings and sacrifices to the gods to ensure good harvests and therefore this was a very important aspect of how they understood the world. Another element of religion which was important was the idea of Valhalla which the Vikings understood as an afterlife overseen by Odin (God of War) who would heal the wounds of fallen soldiers who had fought courageously. This idea was important as it influenced the Viking culture of waging war and pursuing battle to achieve glory.* *On the other hand the Vikings were also committed to practical farming and managing their harsh landscapes to stay alive in the real world. Vikings relied on the produce from forests, fjords and picking their food so that they could survive harsh winters. This was an equally important aspect of life in their homelands as it allowed them to survive.* **Nutshell: Three explained points of support (i.e. two on one side and one on the other); clinching argument top of level. 2-1 OR 3-0**

Level 4 (10-12 marks)	Level 4 answers will typically construct a one-sided answer explicitly supported by **two valid examples** e.g. *Overall I agree with the statement. Religion was the most important aspect of Viking life because gods such as Freyr (God of Weather) were a central feature of their customs and traditions. The Vikings made offerings and sacrifices to the gods to ensure good harvests and therefore this was a very important aspect of how they understood the world. Another element of religion which was important was the idea of Valhalla which the Vikings understood as an afterlife overseen by Odin (God of War) who would heal the wounds of fallen soldiers who had fought courageously. This idea was important as it influenced the Viking culture of waging war and pursuing battle to achieve glory.* **Nutshell: One sided argument, two explained points of support; clinching argument top of level 2-0** **Alternatively, Level 4 answers will construct a balanced argument with each side explicitly supported by one example, e.g.** *Religion was an important aspect of Viking life because gods such as Freyr (God of Weather) were a central feature of their customs and traditions. The Vikings made offerings and sacrifices to the gods to ensure good harvests and therefore this was a very important aspect of how they understood the world. On the other hand the Vikings were also committed to practical farming and managing their harsh landscapes to stay alive in the real world. Vikings relied on the produce from forests, fjords and picking their food so that they could survive harsh winters. This was an equally important aspect of life in their homelands as it allowed them to survive.* **Nutshell: Balanced argument; one explained point on each side; clinching argument top of level. 1-1** **NOTE Answers at L4 may attempt more than two points but only provide explicit supporting evidence for two**
Level 3 (7-9 marks)	Level 3 answers will typically construct a one-sided argument explicitly supported by **one valid example**, e.g. *Overall I agree with the statement. Religion was the most important aspect of Viking life because gods such as Freyr (God of Weather) were a central feature of their customs and traditions. The Vikings made offerings and sacrifices to the gods to ensure good harvests and therefore this was a very important aspect of how they understood the world.* **Nutshell: One sided argument; one explained point of support 1-0** **NOTE Answers at L3 may attempt more than one point but only provide explicit supporting evidence for one**
Level 2 (4-6 marks)	Level 2 answers will typically **identify valid reason(s) to agree or disagree** but without full explanation or supporting evidence, e.g. - *I agree that religion was the most important feature because Vikings had different gods such as Odin who was the God of War* - *I disagree because farming was more important as they had to grow their own food and survive harsh winters* **Nutshell: Identification of reason(s) to agree or disagree without full explanation. Description without explanation fits in this level.**
Level 1 (1-3 marks)	Level 1 answers will typically make general and **unsupported assertions** eg *I agree because religion was a very important part of Viking lives and how they lived* **Nutshell General/ unsupported assertion(s)**
0 marks	

Question 5* – 18 marks **'Harald Bluetooth was more important than Svein Forkbeard in the development of a Viking kingdom'. How far do you agree with this statement? 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**
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). *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*	*It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description.* *Answers that seek to agree or disagree strongly with the statement must show awareness of the different actions and achievements of the two kings. Candidates may choose to address each king in turn and assess their roles in developing the kingdom; it is equally valid to approach the question thematically or to contrast the importance of one with the weaknesses of the other, though only at the highest levels will this be done for both kings. To achieve Level 6, answers should be displaying 'very secure and thorough understanding' of the reigns and actions of BOTH kings.* *Answers are most likely to show understanding of the second order concepts of significance and consequence (significant achievements of each king and the impact that they had). They could also consider similarity and difference (comparing specific areas from each king's life and reign, such as religion and war).* *Grounds for agreeing include: Jelling and conversion of the Danes to Christianity, unifying the Danish kingdom (and ruling over part of Norway between 963 and 974); moving capital to Roskilde and connecting the kingdom up through enhanced communications and building bridges. Enhancing the Danevirke ramparts, building of Trelleborg. Evidence for Forkbeard's limitations could include his focus on serially raiding England between 1003 and 1007, exploiting a weak English government*
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). *There is a well-developed line of reasoning which is coherent, relevant and logically structured.*	
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). *There is a developed line of reasoning which is clear, relevant and logically structured.*	
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). *There is a line of reasoning presented which is mostly relevant and which has some structure.*	
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).	

There is a line of reasoning which has some relevance and which is presented with limited structure.	*under Ethelred, looting, burning and later extorting (which could be argued either way perhaps), his untimely death weeks after becoming king of England in 1014, making him England's shortest reigning king.* *Grounds for disagreeing include:* *Svein Forkbeard not only seized Denmark and then ruled the country from 986 until his death, he ruled over much of Norway from 1000 and also became king of England, a title which his own son Cnut was able to inherit. Marriage with Swedish widow Sigrid, creating an alliance with Sweden and preventing further incursions such as that of Eric in 994. Fighting Olaf Tryggvason to take control of Norway between 995 and 1000. Tolerating pagans as well as Christianity in Denmark. Successes in England from 1003 and full-scale invasion in 1013. Evidence for Bluetooth's limitations include losing the part of Norway ruled until 974, falling to rebellion by his son in 986. He also did not make any inroads into England. It was Svein who regained Hedeby from German control whilst Harald was still king. The role of Christian conversion can also be said to be a failing, as not only did many people continue to worship Viking gods, some of the chiefs who did not convert but remained pagan, ended up allying with Svein Forkbeard against Harald.*
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). *The information is communicated in a basic/unstructured way.*	
0 marks No response or no response worthy of credit.	

Question 5* – 18 marks **'Harald Bluetooth was more important than Svein Forkbeard in the development of a Viking kingdom'. How far do you agree with this statement? Give reasons for your answer**	
Guidance and indicative content	
Level 6 (16-18 marks)	Level 6 answers will typically set out a balanced argument explicitly supported by at least **4 valid examples**. **For 18 marks, candidates present a valid clinching argument** e.g. *Harald Bluetooth made an important contribution to the Viking kingdom by leading the Danes to Christianity. As a sign of his conversion he erected the Jelling stones to honour his parents after his father was re-buried in a church to symbolise his conversion. As a result of this conversion to Christianity gave the Vikings more influence with the church across Europe. In addition, Harald was also successful in unifying his kingdom by connecting his kingdom together through building bridges and improving communications. He moved the capital to Roskilde and ensured that the kingdom was protected by building forts such as Trelleborg. Therefore, this shows that Harald unified his kingdom through connectivity and brought his people together.* *Svein Forkbeard helped to develop an ambitious kingdom for the Vikings that included direct rule and alliances. Svein ruled over Denmark, Norway and England and was able to marry Sigrid of Sweden which forged an alliance and prevented further incursions such as that of Eric in 994. The combination of these achievements meant that he developed a powerful Viking kingdom. In addition, if we consider Harald Bluetooth's loss of part of Norway in 974 and falling to a rebellion by his son in 986 alongside his failure to expand into England, we can see that Svein's achievements are even more impressive and ultimately, he regained Hedeby from German control whilst Harald was still king.* *Overall, whilst Harald Bluetooth's legacy of connectivity was important at the time, some of his achievements were more superficial. Despite his conversion to Christianity this was never a fully accepted cultural change as many people continued to worship Viking gods and remained pagan. Svein Forkbeard's development of Viking territory and alliances were more compelling achievements and he was a more important to the development of the kingdom.* **Nutshell: Balanced argument; two valid supporting examples each side OR three on one side and one on the other. 2-2 OR 3-1** **Clinching argument = 18 marks**
Level 5 (13-15 marks)	Level 5 answers will typically set out a balanced argument explicitly supported by at least **3 valid examples**, e.g. *Harald Bluetooth made an important contribution to the Viking kingdom by leading the Danes to Christianity. As a sign of his conversion he erected the Jelling stones to honour his parents after his father was re-buried in a church to symbolise his conversion. As a result of this conversion to Christianity gave the Vikings more influence with the church across Europe. In addition, Harald was also successful in unifying his kingdom by connecting his kingdom together through building bridges and improving communications. He moved the capital to Roskilde and ensured that the kingdom was protected by building forts such as Trelleborg. Therefore, this shows that Harald unified his kingdom through connectivity and brought his people together.* *Svein Forkbeard helped to develop an ambitious kingdom for the Vikings that included direct rule and alliances. Svein ruled over Denmark, Norway and England and was able to marry Sigrid of Sweden which forged an alliance and prevented further incursions such as that of Eric in 994. The combination of these achievements meant that he developed a powerful Viking kingdom..* **Nutshell: Three explained points of support (i.e. two on one side and one on the other); clinching argument top of level. 2-1 OR 3-0**

Level 4 (10-12 marks)	Level 4 answers will typically construct a one-sided answer explicitly supported by **two valid examples** e.g. *Harald Bluetooth made an important contribution to the Viking kingdom by leading the Danes to Christianity. As a sign of his conversion he erected the Jelling stones to honour his parents after his father was re-buried in a church to symbolise his conversion. As a result of this conversion to Christianity gave the Vikings more influence with the church across Europe. In addition, Harald was also successful in unifying his kingdom by connecting his kingdom together through building bridges and improving communications. He moved the capital to Roskilde and ensured that the kingdom was protected by building forts such as Trelleborg. Therefore, this shows that Harald unified his kingdom through connectivity and brought his people together.* **Nutshell: One sided argument, two explained points of support; clinching argument top of level 2-0** **Alternatively, Level 4 answers will construct a balanced argument with each side explicitly supported by one example, e.g.** *Harald Bluetooth made an important contribution to the Viking kingdom by leading the Danes to Christianity. As a sign of his conversion he erected the Jelling stones to honour his parents after his father was re-buried in a church to symbolise his conversion. As a result of this conversion to Christianity gave the Vikings more influence with the church across Europe. On the other hand, Svein Forkbeard helped to develop an ambitious kingdom for the Vikings that included direct rule and alliances. Svein ruled over Denmark, Norway and England and was able to marry Sigrid of Sweden which forged an alliance and prevented further incursions such as that of Eric in 994. The combination of these achievements meant that he developed a powerful Viking kingdom.* **Nutshell: Balanced argument; one explained point on each side; clinching argument top of level. 1-1** **NOTE Answers at L4 may attempt more than two points but only provide explicit supporting evidence for two**
Level 3 (7-9 marks)	Level 3 answers will typically construct a one-sided argument explicitly supported by **one valid example**, e.g. *Harald Bluetooth made an important contribution to the Viking kingdom by leading the Danes to Christianity. As a sign of his conversion he erected the Jelling stones to honour his parents after his father was re-buried in a church to symbolise his conversion. As a result of this conversion to Christianity gave the Vikings more influence with the church across Europe.* **Nutshell: One sided argument; one explained point of support 1-0** **NOTE Answers at L3 may attempt more than one point but only provide explicit supporting evidence for one**
Level 2 (4-6 marks)	Level 2 answers will typically **identify valid reason(s) to agree or disagree** but without full explanation or supporting evidence, e.g. - *Harald Bluetooth was more important because he led the conversion to Christianity* - *Svein Forkbeard was more important because he ruled over Denmark, Norway and England* **Nutshell: Identification of reason(s) to agree or disagree without full explanation. Description without explanation fits in this level.**
Level 1 (1-3 marks)	Level 1 answers will typically make general and **unsupported assertions** eg *Harald Bluetooth was more important because he brought people together. Svein Forkbeard controlled more land than Bluetooth.* **Nutshell General/ unsupported assertion(s)**
0 marks	

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

Question 6 – 7 Marks **What can Source A tell us about the Spanish as they travelled through Tlaxcalan territory? Use the source and your own knowledge to support your answer.**	
Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 2 marks** **AO3** Analyse sources (contemporary to the period). **Maximum 5 marks** **Please note that that while the weightings of AO1 to AO3 are equal in levels 1, AO3 carries greater weight in level 2 and greater weight again in level 3.**	**Notes and guidance specific to the question set**
Level 3 (6–7 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows strong awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify a wide range of features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).	*Valid features that answers could identify include:* • *Surface features: they have inflicted great losses on the Tlaxcalans, they scuttled their own ships, some of the Indians regard them as gods, the Totonacs were their allies* • *Inferences: they are divided over whether to go ahead, some of them are questioning Cortes and there have been problems between them earlier; their position is dangerous - the Indians could turn on them at any minute, they depend for their safety on the Indians believing they are gods; they are in danger of being attacked by the Totonacs; they believe they are doing God's will; Cortes is trying to persuade them to continue and is accusing his opponents of being cowards.* *Examples of relevant additional characteristic features shown at levels 2 or 3 could include: Any valid knowledge of the divisions in the Spanish camp over the expedition and the significance of the scuttling of the ships, their dangerous situation by September 1519 and the battles with the Tlaxcalans as well as the later alliance with them. Cortes' attempts to exploit the resentment of the Totonacs against the Aztecs. At this stage there have been contacts with the Aztecs and they know about Aztec wealth and gold.* *There is no requirement to mention limitations but examples of limitations include: it only hints at the reasons for divisions in the Spanish camp, Cortes has a purpose - to persuade them to continue with their expedition - and so we cannot necessarily accept his assessment of the situation (although later events such as the alliance, show him to have been right).* *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.* *No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.*
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 Spanish as they travelled through Tlaxcalan territory? Use the source and your own knowledge to support your answer.**	
Guidance and indicative content	
Level 3 (6-7 marks)	Level 3 answers will typically make a valid inference from the source's **purpose** to explain what this tells us about the Spanish eg • *The source was written to highlight the positive nature of the campaign due to Diaz's own involvement in it. This is clear from the way that he describes the behaviour of Cortes who 'gave a mild answer' despite not being shown the proper respect by his men. He wishes to depict Cortes as a reasonable leader. He mentions the clever tactics that Cortes used such as scuttling his own ships. As a result, this source is an example of Diaz seeking to persuade readers of his account that the Spanish conquest was both positive and well led.* **Nutshell: Explains the purpose of the source** **NOTE: Valid inference with valid support = 7 marks, no valid support = 6 marks**
Level 2 (3-5 marks)	Level 2 answers will typically make a valid inference to explain what the content of the source reveals about the Spanish eg • *The source tells us that they are **they are divided** over whether to go ahead* • *The source tells us that **their position is dangerous** - the Indians could turn on them at any minute* • *The source tells us that **they depend for their safety** on the Indians believing they are gods; they are in danger of being attacked by the Totonacs* **Nutshell: Explains what source tells us the Spanish by using a valid inference from content of source** **NOTE: Valid inference with no *relevant* support = bottom of level**
Level 1 (1–2 marks)	Level 1 answers will typically use surface features of the source to suggest what the source tells us about the Spanish e.g. • *The source tells us that they have inflicted great losses on the Tlaxcalans* • *The source tells us they scuttled their own ships* • *The source tells us the Totonacs were their allies* Alternatively, Level 1 answers will typically make valid but general assertions from the source to suggest what the source tells us about the Spanish e.g. **Nutshell: Lifts surface detail from source to address question or makes general assertion(s)**
0 marks	**0 marks** No response or no response worthy of credit (including answers which just describe racial policy not the Holocaust)

Question 7 – 15 marks **How useful are Sources B and C and Interpretation D for a historian studying the work of the Church in New Spain? In your answer, refer to the two sources and the interpretation 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**
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).	*Analysis of the source and interpretations could identify features such as:* • *Surface details such as: B - the friars preached to the Indians. The Indians abandoned their idols. Millions came to be baptised, Fathers of the Order of Saint Augustine arrived to convert the Indians. Cortes kneeled when he met friars. C - a man was imprisoned and then hanged for returning to the Aztec religion. D - Cortes welcomed friars and many came. They converted many Indians. They built many monasteries, churches and shrines. Some Indians were still celebrating pagan beliefs and practices. Old ceremonies continued for a long time and some Indians renounced their baptism.* • *Inferences such as: B - suggests the Church was very successful in converting the Indians who were keen to be converted. The friars had status and were respected by the Indians to whom they set a good example. The Indians benefited from being converted. C - suggests some converts slipped back into their old beliefs and that the Church used force to make an example of them to other Indians. D - suggests that Cortes wanted to convert the Indians because this would help to control them. The Church's success in converting the Indians was limited - it appeared that it was very successful in but in fact the conversions were sometimes only skin deep and some Indians returned to their old ways. Inferences are likely to indicate a Level 2 or 3 response.* • *Candidates might conclude from the collection as a whole that although there is evidence of the Church achieving many conversions there is disagreement about its effectiveness and its*
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).	*methods. B suggests total success with the Indians keen to be converted, while C and D suggest the Church was less effective with some Indians sliding back into their old beliefs and practices. C suggests force was used which is against the sense in B and D which suggest the Church and friars were loved and respected.*
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).	*Understanding of appropriate characteristic features could include - knowledge of: Aztec religious beliefs and practices and Spanish attitudes towards them; the role and conduct of the Church after the conquest, its aims, methods and effectiveness; the role of the mendicant friars; reasons why/why not the Indians might take to Christianity quickly e.g. the many similarities/differences between the two religions and the blending of beliefs.* *Limitations that may affect usefulness include the fact that B is by a friar and he has reasons to represent the situation as he does. Its language and description is rather over the top and he ignores all opposition to Christianity (there were uprisings against it). Interestingly there is mention of him in D where it states that he did have doubts about the effectiveness of conversions, rather undermining his claims in B. However, he did have first hand experience of what was happening and there are aspects of B that are supported by D. C was included in materials written by someone who worked for the Franciscans - this makes the portrayal of the treatment of an Indians interesting - however it was probably drawn by an Indian which provides a different slant on it. D is by a historian and so it has been researched (there is reference to use of documents) and he does not have the possible involvement and purpose B and C have.* *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.* *No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.*
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.	

Question 7 – 15 marks **How useful are Sources B and C and Interpretation D for a historian studying the work of the Church in New Spain? In your answer, refer to the two sources and the interpretation as well as your own knowledge.**	
Guidance and indicative content	
Level 5 (13-15 marks)	Level 5 answers will typically make inference(s) from the **purpose** of B or C to explain why this **makes it useful** to a historian studying the church. They will also make valid comments on **at least one other** source/ interpretation eg *Source B presents a particularly optimistic and one-sided view of the work of the church in New Spain. This is clearly written by an author who is keen to exaggerate the positive view of conversion as he says that the Indians have taken to Christianity with 'love', 'willingness' and 'great enthusiasm. This is useful to a historian because it tells us about the religious view of a friar who was involved in conversions and allows us to understand the idealistic way that he represents the situation without reflecting uprisings against such practices. He is trying to persuade others that this work of religious conversion was good, welcomed and to be supported. Source C is useful because it is evidence that the real situation did involve people going back to their old ways and refuting Christianity and more importantly, it shows how the church responded by hanging those who refused to become Christian. This source is seeking to discredit the church in New Spain and influence people to go against it.* **Nutshell: Supported explanation of why the bias/purpose of B and/or C makes it useful.** **NOTE: Answers that explain supported purpose of ONE of B or C = 14 marks.** **NOTE: Answers that explain supported purpose of BOTH B and C = 15 marks.** **Alternatively,** Level 5 answers will typically make **inference(s)** from the **content** of **two or more** of B, C or D to explain why this **makes them useful** to a historian studying the church. Answers will be supported with reference to the source or contextual knowledge e.g. *Source C is useful for showing how the local people were treated if they refuted Christianity. For example, in the source we can see a man who has been hanged for going back to his original Aztec religion. This shows that the church was note tolerant of such behaviour. Equally, interpretation D reflects the power of the 'network of monasteries' that allowed the church to wield influence in New Spain. This is useful because it allows us to understand the power and reach of the church as part of the Spanish plan of conquest.* **Nutshell: Valid, supported inferences to explain why at least two of B, C, D are useful as evidence about the church** **NOTE 1: Answers that do this should be awarded 13 marks.** **NOTE 2: Unsupported inferences should be awarded Level 3.**
Level 4 (10-12 marks)	Level 4 answers will typically make valid, **supported inference(s) from the content of at least one of** B, C or D to explain why this **makes it useful** to a historian studying the church. Answers will be supported with reference to the source or contextual knowledge e.g. *Source B is useful because it is evidence of how the Spanish set about the process of religious conversion. We can see from the description that Duran gives that the Indians were keen to be converted and that friars has status and were respected by the Indians.*

	Nutshell: Valid, supported inferences from content to explain why one of B, C, D are useful as evidence about the church **Nutshell: Supported explanation of why the purpose of B or C makes it useful in isolation to the others.** **NOTE: Answers at this level may comment on more than one of B, C and D but must make valid inference(s) from at least one**
Level 3 (7-9 marks)	Level 3 answers will typically make valid but **unsupported inference**(s) from the **content** of **at least one of** of B, C or D to explain why this **makes it useful** to a historian studying the work of the church. e.g. *Source B is useful because it is evidence of how the Spanish set about the process of religious conversion* *Source C is useful because it suggests that some converts slipped back into their old beliefs* *Interpretation D is useful because it suggests that Cortes wanted to convert the Indians to gain control* **Nutshell: Valid but unsupported inference(s) from content to explain why one of B, C, D are useful as evidence about the church** **NOTE: Answers at this level may comment on more than one of B, C and D but only make a valid inference from one of them** **Alternatively,** Level 3 answers will argue that one or more of B, C or D are **useful or not useful** based on developed cross-reference to contextual knowledge and/or other sources, eg • *I don't think Source B is useful for understanding the work of the church because of the reference to 'great enthusiasm'. For example, I know that many Aztecs renounced their baptism and many secretly continued to follow their own religion despite Spanish overtures.* **Nutshell: Cross reference with contextual knowledge/other sources to argue that one or more of B, C or D are useful or not useful**
Level 2 (4-6 marks)	Level 2 answers will typically **extract surface features** or points from B, C or D and argue that these details are useful e.g. *Source B is useful for showing the friars preached to the Indians. Source C is useful for showing that a man was hanged for returning to the Aztec religion* **Nutshell: Uses surface features of extracts to argue source(s) are useful** **OR** Level 2 answers may argue that the extract(s) are **not useful** on the grounds of provenance, bias or purpose e.g. *Source B is not very useful. It's a piece of propaganda trying to convince people that the Aztecs are very willing to convert so it presents an unrepresentative picture, i.e. it shows the perspective that the Spanish want to be known* **Nutshell: Argues not useful on the basis of purpose, bias or provenance** **OR** Answers at this level may argue the extract(s) are not useful on the grounds of what they do not contain eg *Source B is not very useful because it does not tell us about the network or monasteries or shrines or the context of Spanish conquest to spread their wider Christian agenda under King Charles and Cortes* **Nutshell: Argues not useful on the basis of purpose, bias, reliability or provenance or what information the source(s) do not contain** Note: Not useful only – limited to 4 marks

Level 1 (1–3 marks)	Level 1 answers will typically contain **general points or unsupported assertions** e.g. *The sources are not really useful. None of them are eyewitness reports.* **Nutshell: Assertion(s)**
0 marks	

Question 8* – 18 marks **How far do you agree that its agriculture was the basis of the wealth of the Aztec Empire? Explain 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**
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). *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*	*It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. To reach Levels 4 and 5, this must involve considering aspects beyond the one in the question i.e. agriculture AND at least one other factor in the sort of depth/clarity required by the level.* *Answers are most likely to show understanding of the second order concepts of causation (why the Aztec empire was wealthy), similarity/difference (the different factors contributing to its wealth and the different ways they did this), but reward appropriate understanding of any other second order concept.* *Grounds for agreeing include: irrigation and methods of intensive farming such as chinampas (raised beds) transformed thousands of acres of poorly drained land into productive gardens so that the Aztec economy could support a very high level of population. Agriculture supplied both the needs of daily life and luxery items. It also provided materials for luxury consumption such as cotton which provided clothes for nobles and a form of exchange or other goods. Tribute was often paid in agricultural goods and this maintained the wealth of the nobles.* *Grounds for disagreeing may include: trade networks across the empire by the pochteca who brought wealth to Tenochtitlan and distributed wealth across the empire; the tribute system meant that huge amounts of goods poured into Aztec markets*
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). *There is a well-developed line of reasoning which is coherent, relevant and logically structured.*	
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). *There is a developed line of reasoning which is clear, relevant and logically structured.*	
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). *There is a line of reasoning presented which is mostly relevant and which has some structure.*	
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). *There is a line of reasoning which has some relevance and which is presented with limited structure*	*and gave the nobles high consumption and a luxurious lifestyle; the might of the Aztec army led to city states being conquered and paying tribute to the Aztecs.*
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). *The information is communicated in a basic/unstructured way.*	
0 marks No response or no response worthy of credit.	

Question 8* – 18 marks **How far do you agree that its agriculture was the basis of the wealth of the Aztec Empire? Explain your answer.**	
Guidance and indicative content	
Level 6 (16-18 marks)	Level 6 answers will typically set out a balanced argument explicitly supported by at least **4 valid examples**. For 18 marks, candidates must present a valid clinching argument e.g. *I agree that agriculture made the Aztec Empire wealthy because of irrigation and methods of farming. The Aztecs used chinampas (raised beds) and transformed thousands of acres of poorly drained land into productive gardens so their economy could support a large population. In addition, agriculture also supplied the needs of daily life and luxury. It provided cotton for the clothes of the nobility and this could also be traded. Tributes were also paid in agricultural goods and this kept the nobles wealthy and supported Aztec society.* *On the other hand, the trade networks that were established across the Empire brought wealth too. The pochteca were travelling merchants who brought wealth to Tenochtitlan and distributed wealth across the empire. As a result, this made the Aztecs more prosperous. In addition, the might of the Aztec army led to city states being conquered and paying tribute to the Aztecs. This tribute system was vast and created significant wealth in for the nobles. As a result of the success of the army the economy continued to benefit.* *Overall, I believe that the statement is an oversimplification of the basis of Aztec wealth. Whilst the agricultural reforms were significant they were well supported by a tribute system, an effective army and trade networks that enabled these products to make a fundamental different to the economy.* **Nutshell: Balanced argument; two valid supporting examples each side OR three on one side and one on the other. 2-2 OR 3-1 Clinching argument = 18 marks**
Level 5 (13-15 marks)	Level 5 answers will typically set out a balanced argument explicitly **supported by at least 3 valid examples**, e.g. *I agree that agriculture made the Aztec Empire wealthy because of irrigation and methods of farming. The Aztecs used chinampas (raised beds) and transformed thousands of acres of poorly drained land into productive gardens so their economy could support a large population. In addition, agriculture also supplied the needs of daily life and luxury. It provided cotton for the clothes of the nobility and this could also be traded. Tributes were also paid in agricultural goods and this kept the nobles wealthy and supported Aztec society.* *On the other hand, the trade networks that were established across the Empire brought wealth too. The pochteca were travelling merchants who brought wealth to Tenochtitlan and distributed wealth across the empire. As a result, this made the Aztecs more prosperous.* **Nutshell: Three explained points of support (i.e. two on one side and one on the other); clinching argument top of level. 2-1 OR 3-0**
Level 4 (10-12 marks)	Level 4 answers will typically construct a one-sided answer explicitly **supported by two valid examples** e.g. *I agree that agriculture made the Aztec Empire wealthy because of irrigation and methods of farming. The Aztecs used chinampas (raised beds) and transformed thousands of acres of poorly drained land into productive gardens so their economy could support a large population. In addition, agriculture*

	also supplied the needs of daily life and luxury. It provided cotton for the clothes of the nobility and this could also be traded. Tributes were also paid in agricultural goods and this kept the nobles wealthy and supported Aztec society. **Nutshell: One sided argument, two explained points of support; clinching argument top of level 2-0** *I agree that agriculture made the Aztec Empire wealthy because of irrigation and methods of farming. The Aztecs used chinampas (raised beds) and transformed thousands of acres of poorly drained land into productive gardens so their economy could support a large population. On the other hand, the trade networks that were established across the Empire brought wealth too. The pochteca were travelling merchants who brought wealth to Tenochtitlan and distributed wealth across the empire. As a result, this made the Aztecs more prosperous.* **Nutshell: Balanced argument; one explained point on each side; clinching argument top of level 1-1** **NOTE Answers at L4 may attempt more than two points but only provide explicit supporting evidence for two**
Level 3 (7-9 marks)	Level 3 answers will typically construct a one-sided argument explicitly **supported by one valid example**, e.g. *I agree that agriculture made the Aztec Empire wealthy because of irrigation and methods of farming. The Aztecs used chinampas (raised beds) and transformed thousands of acres of poorly drained land into productive gardens so their economy could support a large population.* **Nutshell: One sided argument; one explained point of support 1-0** **NOTE Answers at L3 may attempt more than one point but only provide explicit supporting evidence for one**
Level 2 (4-6 marks)	Level 2 answers will typically **identify valid reason**(s) to support and/or challenge the statement but without full explanation or supporting evidence, e.g. - The Aztecs had a system of irrigation which was highly effective - The Aztec army was successful in conquering neighbouring cities **Nutshell: Identification of reason(s) to agree or disagree without full explanation. Description in this level**
Level 1 (1-3 marks)	Level 1 answers will typically make general and unsupported assertions eg The Aztecs were excellent farmers and grew lots of things **Nutshell General/ unsupported assertion(s)**
0 marks	

Question 9* – 18 marks **'Religious belief was the most important reason the Aztecs practised human sacrifice.' How far do you agree with this view?**	
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**
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). *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*	*It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. To reach Levels 4 and 5, this must involve considering aspects beyond the one in the question i.e. that human sacrifice was due to religious beliefs AND the alternative argument that it was for other reasons in the sort of depth/clarity required by the level.* *Answers are most likely to show understanding of the second order concepts of significance (the relative importance of different reasons), causation (why they carried out human sacrifice), but reward appropriate understanding of any other second order concept.* *Grounds for agreeing include: that human sacrifice was based on the Aztec worldview of creation, destruction and rebirth. The gods had been sacrificed to create the Sun and all living things. This sacrificial payment to the Sun had to be maintained to maintain its strength. It was also paying a debt to the gods who had sacrificed themselves. This was necessary to keep the cycle of life going.* *Grounds for disagreeing include: the interpretation that the Aztecs were cannibals - there is evidence that the Aztecs did eat their victims and this was because their diet needed to be supplemented. Human sacrifice provided the Aztecs with necessary protein because they had little meat in their diet because of their reliance on maize, beans and squash and the absence of domesticated animals. (This interpretation has been criticised because the Aztecs had a wide range of foods to supply their needs.) The interpretation that it was simply part of war. War involves killing the enemy and many of the Aztec sacrifices were of captured warriors. Finally, there is the interpretation that capturing enemy warriors for sacrifice was a way of achieving 'nobility' and social mobility.*
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). *There is a well-developed line of reasoning which is coherent, relevant and logically structured.*	
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). *There is a developed line of reasoning which is clear, relevant and logically structured.*	
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). *There is a line of reasoning presented which is mostly relevant and which has some structure.*	
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). *There is a line of reasoning which has some relevance and which is presented with limited structure.*	
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). *The information is communicated in a basic/unstructured way.*	
0 marks No response or no response worthy of credit.	

Question 9* – 18 marks **'Religious belief was the most important reason the Aztecs practised human sacrifice.' How far do you agree with this view?**	
Guidance and indicative content	
Level 6 (16-18 marks)	Level 6 answers will typically set out a balanced argument explicitly supported by at least **4 valid examples**. For 18 marks, candidates must present a valid clinching argument e.g. *The Aztecs practised human sacrifice as a result of their religious belief including their worldview of creation, destruction and rebirth. According to Aztec beliefs the gods had been sacrificed to create the Sun and all living things. This sacrificial payment to the Sun had to be maintained to maintain its strength. It was this core belief that led to the human sacrifices as the Aztecs relied on the sun for their crops. In addition, the Aztecs also believed that it was also paying a debt to the gods who had sacrificed themselves. This was necessary to keep the cycle of life going and therefore they felt a duty to mirror the stories of their ideology through sacrifice.* *On the other hand there is evidence that the Aztecs did eat their victims and this was because their diet needed to be supplemented. Human sacrifice provided the Aztecs with necessary protein because they had little meat in their diet because of their reliance on maize, beans and squash and the absence of domesticated animals. In addition, this was simply part of war. War involves killing the enemy and many of the Aztec sacrifices were of captured warriors. Therefore, it was a part of Aztec warfare to kill people as a sacrifice to the gods.* *Overall, I do agree with the statement because the ceremonial nature of human sacrifice went beyond the basic need to eat protein or kill enemies. This controversial act was an important part of the Aztec religion and their world view and therefore should bee understood as the key driver for these sacrifices.* **Nutshell: Balanced argument; two valid supporting examples each side OR three on one side and one on the other. 2-2 OR 3-1 Clinching argument = 18 marks**
Level 5 (13-15 marks)	Level 5 answers will typically set out a balanced argument explicitly **supported by at least 3 valid examples**, e.g. *The Aztecs practised human sacrifice as a result of their religious belief including their worldview of creation, destruction and rebirth. According to Aztec beliefs the gods had been sacrificed to create the Sun and all living things. This sacrificial payment to the Sun had to be maintained to maintain its strength. It was this core belief that led to the human sacrifices as the Aztecs relied on the sun for their crops. In addition, the Aztecs also believed that it was also paying a debt to the gods who had sacrificed themselves. This was necessary to keep the cycle of life going and therefore they felt a duty to mirror the stories of their ideology through sacrifice.* *On the other hand there is evidence that the Aztecs did eat their victims and this was because their diet needed to be supplemented. Human sacrifice provided the Aztecs with necessary protein because they had little meat in their diet because of their reliance on maize, beans and squash and the absence of domesticated animals.* **Nutshell: Three explained points of support (i.e. two on one side and one on the other); clinching argument top of level. 2-1 OR 3-0**
Level 4 (10-	Level 4 answers will typically construct a one-sided answer explicitly **supported by two valid examples** e.g.

12 marks)	*The Aztecs practised human sacrifice as a result of their religious belief including their worldview of creation, destruction and rebirth. According to Aztec beliefs the gods had been sacrificed to create the Sun and all living things. This sacrificial payment to the Sun had to be maintained to maintain its strength. It was this core belief that led to the human sacrifices as the Aztecs relied on the sun for their crops. In addition, the Aztecs also believed that it was also paying a debt to the gods who had sacrificed themselves. This was necessary to keep the cycle of life going and therefore they felt a duty to mirror the stories of their ideology through sacrifice.* **Nutshell: One sided argument, two explained points of support; clinching argument top of level 2-0** *The Aztecs practised human sacrifice as a result of their religious belief including their worldview of creation, destruction and rebirth. According to Aztec beliefs the gods had been sacrificed to create the Sun and all living things. This sacrificial payment to the Sun had to be maintained to maintain its strength. It was this core belief that led to the human sacrifices as the Aztecs relied on the sun for their crops. On the other hand there is evidence that the Aztecs did eat their victims and this was because their diet needed to be supplemented. Human sacrifice provided the Aztecs with necessary protein because they had little meat in their diet because of their reliance on maize, beans and squash and the absence of domesticated animals.* **Nutshell: Balanced argument; one explained point on each side; clinching argument top of level 1-1** **NOTE Answers at L4 may attempt more than two points but only provide explicit supporting evidence for two**
Level 3 (7-9 marks)	Level 3 answers will typically construct a one-sided argument explicitly **supported by one valid example**, e.g. *The Aztecs practised human sacrifice as a result of their religious belief including their worldview of creation, destruction and rebirth. According to Aztec beliefs the gods had been sacrificed to create the Sun and all living things. This sacrificial payment to the Sun had to be maintained to maintain its strength. It was this core belief that led to the human sacrifices as the Aztecs relied on the sun for their crops.* **Nutshell: One sided argument; one explained point of support 1-0** **NOTE Answers at L3 may attempt more than one point but only provide explicit supporting evidence for one**
Level 2 (4-6 marks)	Level 2 answers will typically **identify valid reason**(s) to support and/or challenge the statement but without full explanation or supporting evidence, e.g. - Aztec religion was based on the idea of the gods sacrificing themselves for the sun - Aztecs did not have easy access to protein and used humans as a food source **Nutshell: Identification of reason(s) to agree or disagree without full explanation. Description in this level**
Level 1 (1-3 marks)	Level 1 answers will typically make general and unsupported assertions eg *Human sacrifice was a horrific part of Aztec life but it was common and they did it for their gods* **Nutshell General/ unsupported assertion(s)**
0 marks	

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