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 2019

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

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

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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

Mark Scheme

Section A: The Making of America, 1789–1900

Question 1 – 3 marks **a) Give one example of a group of people who moved West 1839-60** **b) Give one example of a way in which the lives of Plains Indians changed in the years 1877-1900.** **c) Give one example of how African Americans were discriminated against after the Civil War**	
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: Migrants, Mormons, Gold miners; Christians; Plains Indians e.g. Apache, Lakota Sioux, Cheyenne; African Americans (By 1580 over 3,000 moved to California)* *For 1(b), likely valid responses include: destruction of buffalo; conflict with settlers; wars (Battle of Little Big Horn; Wounded Knee); Dawes Act 1887; Boarding Schools; Name changes; Houses or lodges rather than tipis; Rations; Conversion to Christianity; Reservations; Homesteaders on plains; Canning of foods; Oklahoma Land Rush; Ghost Dance.* *For 1(c) likely valid responses include: KKK; lynchings; segregation; Black Codes; poor housing; restricted employment opportunities; no serving on juries; no inter-racial marriage; not allowed to rent/own farmland; no owning weapons; work for same employer for 1 year without leaving land; sharecroppers; bullied out of voting booths; supreme court rulings, Jim Crow laws.* 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)	

Note for **1a**: Do not allow mountain men (1820s) or Homesteaders (1862)

Question 2 – 9 marks

Write a clear and organised summary that analyses big business in America in the years 1877-1900. 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**
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).	*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:* ***for workers*** *- poor wages and working conditions (e.g. miners, cotton workers); the formation of trade unions; strikes e.g. Carnegie's Homestead steel company strike and Pullman Railroad Car Company; use of blacklists by employers; small scale farmers couldn't survive due to Bonanza Farms.* ***For Owners****: Corporations rather than family run businesses makes small numbers of men a fortune e.g. Railroad companies. American Tobacco Company; Cotton mills doubled between 1880-1900 making US cotton industry huge. Fossil Fuel companies such as Anaconda. Rockefeller – oil.* ***Ecological and environmental implications****; Deforestation due to fossil fuels; toxic chemicals into water supply; Bonanza farms used limited supplies of western water forcing Indians onto Reservations; dry farming made land unusable.* ***The shift away from family/individually owned business:*** *Bonanza Farms and Bonanza Cattle Ranches; put lots of small farms out of business many had to move to cities.* *Answers may show understanding of second order concepts such as cause and consequences; continuity and change* *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.*
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. **Note: do not allow US Steel Corporation by Carnegie – 1901. However other comments on Carnegie valid; do not allow Negro Business League, grew after 1900; do not allow cotton gin – 1793. Do not allow Levis – 1840s.**	

Question 2–9 marks **Write a clear and organised summary that analyses big business in America in the years 1877-1900. 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 **OR** two separate second order concepts each supported by 1 example e.g. **[Consequence/change]** *Between 1877 and 1900 big business had an **important impact** in the USA. For example, corporations grew and these were much bigger that traditional family businesses, and run by shareholders. This **changed the nature of industries** such as manufacturing, whose thousands of firms had been absorbed by just a few hundred corporations by 1900. Another impact was on workers, who now had less power against these huge corporations. Their strikes were defeated, sometimes violently, such as the strike at Pullmans in 1893, where 26 workers were shot and others put on a black list.* **[Consequence/causation]** *The growth of business had **a negative impact** in many ways. For example, the huge mining operations to mine minerals in the West **caused damage** to the environment because huge forests were cut down to make mine shafts and toxic chemicals leaked into the water supply. Another impact stemmed from the development of 'Bonanza' farms and ranches which often bought up access to the best land and railroad links. This made it nearly impossible for small-scale farmers to survive and they moved to the cities or became wage workers on big farms.* **Nutshell: Summary based on second order concept with two or more valid supporting examples OR two separate second order concepts each supported by 1 example.** ***Other valid areas might include: Causation – why big business gre in this period; change – how big business changed the nature of different industries such as farming and mining; diversity – the impact of big business on different groups of people, e.g. workers and farmers; diversity – positive and negative impacts of business.***
Level 2 (4–6 marks)	Answers at L2 will typically be organised around a second order concept, supported with one valid example, e.g. **[Consequence]** *Big business had a **negative impact** in some ways. For example, the growth of the mining industry led to poor conditions for workers. Mine shafts were poorly constructed and there were accidents. The workers had no breathing equipment so many miners died of lung diseases. (4)* **Nutshell: Summary based on a second order concept with one valid supporting example**
Level 1 (1–3 marks)	Answers at L1 will typically list relevant events or developments e.g. *Andrew Carnegie formed the United States Steel Corporation, a company worth over $1 billion. He gave away most of his wealth to charities. There were lots of strikes in his steel companies.* **Nutshell: List of events / developments with no organising concept.**
0 marks	

NOTE: For level 3, at least ONE example needs to be specific to big business rather than secondary impacts such as city growth/immigration from 1877-1900.

Question 3 – 10 marks Why did the railroads have such a big impact on the plains? **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**
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).	*Explanations are most likely to show understanding of the second order concepts of causation and consequence and change and continuity but reward appropriate understanding of any other second order concept.* *Explanations could consider: much easier and less dangerous method of travel therefore more people would move west; 1870s flood of homesteaders due to railroad companies selling land cheaply; divided land where natives hunted buffalo; Cattle ranches by 1870s had spread across the Plains – led to scarcity of water and grass for buffalo; helped cattle trade develop (e.g. cow towns); the impact on the buffalo herds and, therefore, the Indians; violent clashes between Indians and Ranchers; migrant workers to the Plains.*
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. **Do not allow Little Crow's War – 1861-62 before Railroad; also do not allow fort Laramie and Red Cloud's War – linked to gold miners not railroad.**	

Question 3–10 marks **Why did the railroads have such a big impact on the plains? Explain your answer.**	
Guidance and indicative content	
Level 5 (9-10 marks)	Level 5 answers will typically identify at least two reasons why the railroads had such a big impact on the plains and explain them fully e.g. *One reason that the railroads had such a big impact on the plains is that it made it easier for migrants to travel West and starting farming on the plains. The railways companies created demand for their railways by selling land cheaply to people who wanted to build farms and during the 1870s there was a flood of Homesteaders moving to the Plains.* *Another reason is that the railways encouraged the growth of 'cow towns', which were places along the railways where the ranchers and cowboys drove their cattle – they no longer had to drive them as far as the Northern cities. These cow towns changed the nature of settlement in the plains as at first, they were places with much drinking, gambling, prostitution and violence.* *[Alternatively, candidates may explain the impact of the railroads on the buffalo /Plains Indians]* **Nutshell: Two or more reasons that the railroads had such a big impact identified, with the impact on the settlement of the plains explained.**
Level 4 (7-8 marks)	Level 4 answers will typically identify one reason why the railroads had such a big impact on the plains and explain it fully e.g. *One reason that the railroads had such a big impact on the plains is that it made it easier for migrants to travel West and starting farming on the plains. The railways companies created demand for their railways by selling land cheaply to people who wanted to build farms and during the 1870s there was a flood of Homesteaders moving to the Plains.* **Nutshell: One reason that the railroads had such a big impact identified, with the impact on the settlement of the plains explained.** **NOTE Answers at L4 will often identify and describe several reasons but only fully explain one of them.**
Level 3 (5-6 marks)	Level 3 answers will typically identify at least one valid reason e.g. • *The railroads had such a big impact because they made it easier for people to get to the Plains.* • *The railroads had an impact because they led to the growth of cow towns.* **Nutshell: Identifies one or more valid reason(s) but no supporting evidence OR no full explanation of its impact on the settlement of the Plains.** **NOTE: 5 marks for one reason identified; 6 marks for two or more**
Level 2 (3-4 marks)	Level 2 answers will typically contain correct general descriptions of the railroads, life on the Plains, cow towns, etc. e.g. • *Homesteaders moved to the Plains. Life was difficult because the land was dry.* • *The railroads were built with the help of 12,000 Chinese migrants and the work was very dangerous.* **Nutshell: Describes railroads, Plains, cow towns or other relevant events**
Level 1 (1–2 marks)	Level 1 answers will typically contain general points or unsupported assertions e.g. *The railways impacted on the lives of many groups and created competition and conflict.* **Nutshell: Assertion(s)**
0 marks	

Note: Answers go to top of level 4/5 if the explanation is tightly linked to the railroads.

Question 4* – 18 marks **'Slavery alone caused the civil war'. 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 highest level answers must consider both that slavery was the main cause as well as considering other factors before reaching a conclusion. 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.* *Grounds for agreeing include: slavery caused economic tensions north paid for workers and south didn't; influence of abolitionists (e.g. John Brown/Douglas/Tubman/Garrison and Tappan's anti-slavery society/Harriet Beecher-Stowe); 1846 Congress banned slavery in territories acquired from Mexico; 1850 compromise (the Fugitive Slave Act was amended and the slave trade in Washington, D.C., was abolished); Kansas-Nebraska Act; 1856 election of Buchanan Democrat supported Dred-Scott and spreading slavery above M.C line; 1857 supreme court ruling on slavery (dred-Scott case stated Americans descended from African Americans could not be citizens) Please note that a candidate may well successfully argue that slavery was a primary cause of secondary causes (e.g secession). As long as such arguments are valid and logical (and not self-contradicting) then they should be credited.* *Grounds for disagreeing include: long-term issues over state vs federal rights – south: strong state power, north: strong central govt; power struggles between north and south particularly over the size of states and number of voters – northern population continued to grow rapidly; social differences between north and south; establishment of Republican party and Lincoln's presidential victory; Lincoln's promise of transcontinental railroad in north not south; the secession of the southern states led by South Carolina.*
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 4* – 18 marks **'Slavery alone caused the civil war'. 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 must present a valid clinching argument e.g. *Overall I agree with the statement. Slavery was a very divisive issue and certainly contributed to the war. One of the biggest issues was **the entry of new states into the USA** and whether or not the new states should allow slavery. In the Northern States there was a lot of oppositions to slavery and support for abolishing it. However, in1854 the Kansas-Nebraska Act strengthened the power of the Southern landowners who supported slavery by arranging a popular vote of whether slavery should be allowed in these states. This led a lot of tension as Abolitionists flooded into the state so they could vote against it. Another slavery related factor was **the election of Abraham Lincoln as President in 1860**. He won the election by promoting himself as the friend of the ordinary American and the enemy of the wealthy slave owning landowners. Southern leaders began to feel very threatened.* *On the other hand there were other factors as well. There were **massive differences between the Southern and Northern States**. The Northern states were generally more industrial and were populated by many working class white Americans worked in factories or mills. The South was more based around agriculture, especially cotton. So there was rivalry about government policies in terms of which type of business should be promoted. Many Confederates believed that **the war was fought over the rights of states to rule their own affairs**. They disliked Lincoln deciding that new states would not allow slavery and they wanted new states to hold polls to decide this. In 1860-61 they gradually began to band together and formed the Confederacy and broke away from the USA.* *Overall I believe that slavery was the main the cause, because without it the other causes I have set out would probably not have happened or would not have been serious enough to cause the war. The most obvious example of this is states' rights, because the main right they fought for was the right to keep and extend slavery.* **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** **Note: 4-0 can be awarded at this level as many candidates have argued slavery was solely to blame for the Civil War.**
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. *Overall I agree with the statement. Slavery was a very divisive issue and certainly contributed to the war. One of the biggest issues was the entry of new states into the USA and whether or not the new states should allow slavery. In the Northern States there was a lot of oppositions to slavery and support for abolishing it. However, in1854 the Kansas-Nebraska Act strengthened the power of the Southern landowners who supported slavery by arranging a popular vote of whether slavery should be allowed in these states. This led a lot of tension as Abolitionists flooded into the state so they could vote against it. Another slavery related factor was the election of Abraham Lincoln as President in 1860. He won the election by promoting himself as the friend of the ordinary American and the enemy of the wealthy slave owning landowners. Southern leaders began to feel very threatened.* *On the other hand there were other factors as well. There were massive differences between the Southern and Northern States. The Northern states were generally more industrial and were populated by many working class white Americans worked in factories or mills. The South was more based around agriculture, especially cotton. So there was rivalry about government policies in terms of which type of business should be promoted.* **Nutshell: Three explained points of support (i.e. two on one side and one on the other). 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)	*Overall I agree with the statement. Slavery was a very divisive issue and certainly contributed to the war. One of the biggest issues was **the entry of new states into the USA** and whether or not the new states should allow slavery. In the Northern States there was a lot of oppositions to slavery and support for abolishing it. However, in1854 the Kansas-Nebraska Act strengthened the power of the Southern landowners who supported slavery by arranging a popular vote of whether slavery should be allowed in these states. This led a lot of tension as Abolitionists flooded into the state so they could vote against it. Another slavery related factor was **the election of Abraham Lincoln as President in 1860**. He won the election by promoting himself as the friend of the ordinary American and the enemy of the wealthy slave owning landowners. Southern leaders began to feel very threatened.* **Nutshell: One sided argument, two explained points of support 2-0** Alternatively, Level 4 answers will construct a balanced argument with each side explicitly supported by one example, e.g. *Overall I agree with the statement. Slavery was a very divisive issue and certainly contributed to the war. One of the biggest issues was **the entry of new states into the USA** and whether or not the new states should allow slavery. In the Northern States there was a lot of oppositions to slavery and support for abolishing it. However, in1854 the Kansas-Nebraska Act strengthened the power of the Southern landowners who supported slavery by arranging a popular vote of whether slavery should be allowed in these states. This led a lot of tension as Abolitionists flooded into the state so they could vote against it. On the other hand there were other factors as well. There were **massive differences between the Southern and Northern States**. The Northern states were generally more industrial and were populated by many working class white Americans worked in factories or mills. The South was more based around agriculture, especially cotton. So there was rivalry about government policies in terms of which type of business should be promoted.* **Nutshell: Balanced argument; one explained point on each side. 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. Slavery was a very divisive issue and certainly contributed to the war. One of the biggest issues was **the entry of new states into the USA** and whether or not the new states should allow slavery. In the Northern States there was a lot of oppositions to slavery and support for abolishing it. However, in1854 the Kansas-Nebraska Act strengthened the power of the Southern landowners who supported slavery by arranging a popular vote of whether slavery should be allowed in these states. This led a lot of tension as Abolitionists flooded into the state so they could vote against it.* **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. *No, I disagree because it was also about states' rights.* **Nutshell: Identification of reason(s) to support/challenge without full explanation** Alternatively, Level 2 answers will typically describe related events, e.g. *In 1860 Abraham Lincoln became President. Southern States divided to form the Confederacy and break away.* **Nutshell: Description of actions/ related events but no explanation of cause of war**
Level 1 (1-3 marks)	Level 1 answers will typically make general and unsupported assertions eg *On the whole it was about slavery because the South supported it.* **Nutshell General/ unsupported assertion(s)**

Question 5* – 18 marks
How far do you agree that control and ownership of land was the most important cause of conflict in the early years of America, 1789-1838? 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 some of the grounds for arguing the opposite point of view to the one that they finally support.* *Answers are most likely to show understanding of the second order concepts of significance, change and continuity but reward appropriate understanding of any other second order concept.* ***Conflict can mean war/escalating tension.*** *Grounds for agreeing include: caused conflict with the Indians which went on to cause lots of future problems; The defeat of the Indians in 1794 at the Battle of Fallen Timbers opening up land in the Northern Territory following Washington's use of 80% of government budget; Treaty of Greenville; Thomas Jefferson's belief in a democracy of 'yeoman farmers'- splitting up land and selling 640 acres at a time; Land speculators potential for big profits e.g. Wisconsin ½ million acres bought by 68 men; Indian Removal Act; Louisiana Purchase added 530 acres of land to USA; Frontier men setting up farms on Indian lands in the Southern Territory; Wars with Indians – Seminole Wars, Creeks (trail of tears) and Cherokee – by 1838 Jackson's govt had removed over 46,000 Indians from their land and added an extra 25 million acres east of Mississippi for settlement and slavery; land speculators bought lots of land at the expense of small farmers; Lewis and Clark with Sioux Chief Black Buffalo.* *Grounds for disagreeing include: the growth of slavery (e.g. Missouri compromise; abolitionists; dependency on slavery); 1811 slavery rebellion of Charles Deslondes in Deep South inspired by St. Dominique; cultural conflict with the Indians.*
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. **Do not allow land from Britain: Taken in 1783; do not allow Battle of Little Bighorn (1876) and Red Cloud's War 1866-68**	

Question 5* – 18 marks **How far do you agree that control and ownership of land was the most important cause of conflict in the early years of America, 1789-1838? 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 must present a valid clinching argument e.g. *Overall I agree with the statement. Control of land was definitely a cause of conflict. For example, it caused **conflict between white Americans and the Indians**. Many of the lands taken over by the US government after they defeated the British were already occupied by Native American tribes. Frontiersmen set up farms in Indian lands, conflicts between the two sides. For example, there were wars with the Seminole tribes in the 1830s. Another way land caused conflict was the **tension between land speculators and settlers**. Thomas Jefferson had created systems to sell land to small farmers in the newly acquired territories. However, land speculators bought up large amounts of land from the government. This caused a lot of anger among the farmers who had begun to farm the land, hoping they could buy it later.* *On the other hand there were other factors as well. The acquisition of new land in the South led to the **growth of the cotton industry.** This made the Southern states wealthy and powerful enough to rival the Northern States. This caused conflict between Northerners and Southerners because many people in the North were worried that the Southern states were becoming too powerful. So there were disputes about whether or not to allow slavery to expand into new territories and states. This leads to a related cause of tension, **the growth of slavery**. This caused conflict between Northerners and Southerners but also between slavers and a small number of abolitionists who thought the growth of slavery was immoral. They set about trying to stop it.* *Overall I believe that land was the main the cause, because it was the acquisition of new land that led to the growth of the cotton industry and therefore the growth of slavery as well. So control and ownership of land was actually the root cause of all four conflicts or tensions in this period.* **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. *Overall I agree with the statement. Control of land was definitely a cause of conflict. For example, it caused conflict between white Americans and the Indians. Many of the lands taken over by the US government after they defeated the British were already occupied by Native American tribes. Frontiersmen set up farms in Indian lands, conflicts between the two sides. For example, there were wars with the Seminole tribes in the 1830s. Another way land caused conflict was the tension between land speculators and settlers. Thomas Jefferson had created systems to sell land to small farmers in the newly acquired territories. However, land speculators bought up large amounts of land from the government. This caused a lot of anger among the farmers who had begun to farm the land, hoping they could buy it later.* *On the other hand there were other factors as well. The acquisition of new land in the South led to the growth of the cotton industry. This made the Southern states wealthy and powerful enough to rival the Northern States. This caused conflict between Northerners and Southerners because many people in the North were worried that the Southern states were becoming too powerful. So there were disputes about whether or not to allow slavery to expand into new territories and states.* **Nutshell: Three explained points of support (i.e. two on one side and one on the other). 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. Control of land was definitely a cause of conflict. For example, it caused conflict between white Americans and the Indians. Many of the lands taken over by the US government after they defeated the British were already occupied by Native American tribes. Frontiersmen set up farms in Indian lands, conflicts between the two sides. For example, there were wars with the Seminole tribes in the 1830s. Another way land caused conflict was the tension between land speculators and settlers. Thomas Jefferson had created systems to sell land to small farmers in the newly acquired territories. However, land speculators bought up large amounts of land from the government. This caused a lot of anger among the farmers who had begun to farm the land, hoping they could buy it later.* **Nutshell: One sided argument, two explained points of support 2-0** Alternatively, Level 4 answers will construct a balanced argument with each side explicitly supported by one example, e.g. *Overall I agree with the statement. Control of land was definitely a cause of conflict. For example, it caused conflict between white Americans and the Indians. Many of the lands taken over by the US government after they defeated the British were already occupied by Native American tribes. Frontiersmen set up farms in Indian lands, conflicts between the two sides. For example, there were wars with the Seminole tribes in the 1830s. On the other hand there were other factors as well. The acquisition of new land in the South led to the growth of the cotton industry. This made the Southern states wealthy and powerful enough to rival the Northern States. This caused conflict between Northerners and Southerners because many people in the North were worried that the Southern states were becoming too powerful. So there were disputes about whether or not to allow slavery to expand into new territories and states.* **Nutshell: Balanced argument; one explained point on each side 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. Control of land was definitely a cause of conflict. For example, it caused conflict between white Americans and the Indians. Many of the lands taken over by the US government after they defeated the British were already occupied by Native American tribes. Frontiersmen set up farms in Indian lands, conflicts between the two sides. For example, there were wars with the Seminole tribes in the 1830s.* **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. *No, I disagree because it was also slavery which caused conflict.* **Nutshell: Identification of reason(s) to support/challenge without full explanation** Alternatively, Level 2 answers will typically describe related events, e.g. *In 1820 the USA bought a massive amount of land in the Louisiana Purchase.* **Nutshell: Description of related events but no explanation of cause of conflict**
Level 1 (1-3 marks)	Level 1 answers will typically make general and unsupported assertions eg *On the whole land caused a lot of problems especially with the Indians.* **Nutshell General/ unsupported assertion(s)**

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 what source tells us about the Spanish by using a valid inference from content of the source in wider context** **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 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 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 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 (10-12 marks)	Level 4 answers will typically construct a one-sided answer explicitly **supported by two 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.* **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	

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

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Facsimile: 01223 552553

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