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 2023

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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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PREPARATION FOR MARKING
RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training*; *OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3. Log-in to RM Assessor and mark the **required number** of practice responses ("scripts") and the **number of required** standardisation responses.

MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.

5. **Crossed Out Responses**
   Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

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

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

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

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

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

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
   - there is nothing written in the answer space

   Award Zero '0' if:
   - anything is written in the answer space and is not worthy of credit (this includes text and symbols).

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

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

   If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. A*ssistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response:
    a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
    b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Stamp	*Ref No.*	*Annotation Name*	*Description*
✓ 1	1191	Tick 1	Level 1
✓ 2	1201	Tick 2	Level 2
✓ 3	1211	Tick 3	Level 3
✓ 4	1221	Tick 4	Level 4
✓ 5	1231	Tick 5	Level 5
✓ 6	1241	Tick 6	Level 6
SEEN	811	SEEN	Noted but no credit given
NAQ	501	NAQ	Not answered question
~~	1371	H Wavy Line	Incorrect/ muddled/ unclear
BP	1681	BP	Blank page
	151	Highlight	Part of response which is rewardable (at one of the levels on the MS)
✓	11	Tick	Tick

12. Subject Specific Marking Instructions

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

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

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

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

Mark Scheme

Section A: The Making of America, 1789–1900

Question 1 – 3 marks

a) Identify **one** impact of mining on the areas where gold was found.

b) Give **one** example of how African Americans were discriminated against in the Union Army during the Civil War.

c) Name **one** tribe involved in fighting wars with white settlers or the US government between 1861 and 1877.

Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	*For 1(a), likely valid responses include: new towns established; farming developed east of Pikes Peak to sell food to new gold towns; Kansas's increase in population due to gold mining led to it becoming a state in 1861; environmental damage: rivers clogged with rocks and gravel from high powered jets used in the industry; chemicals used destroying fish and wildlife; violence against local native Americans by miners/tensions with Indians; overpopulation* *Do not allow (on their own): 'damage'; 'violence'; 'conflict'* *For 1(b), likely valid responses include: not allowed to join the Union army until autumn 1862; until 1864 given heavier jobs in the army including digging ditches or hauling cannons; black regiments had difficulty securing supplies and uniforms; lower pay until 1864; could not serve as officers; treated as war contraband* *Do not allow: 'not allowed to serve in army (without saying 'until later')* *For 1(c) likely valid responses include: Santee Sioux (also known as the Eastern Dakota); Cheyenne; Lakota Sioux (or just Lakota); Arapaho; Navajo; Kiowa. Accept answers which only say 'Sioux' or 'Apache' on their own.* *Do not allow references to the Five 'Civilised' Tribes (Creek, Seminole, Choctaw, Chickasaw and Cherokee)* 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)	

<table>
<tr><td colspan="2">Question 2 – 9 marks
Write a clear and organised summary that analyses migration to places west of the Plains between 1839 and 1860. 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: why migrants went (causation); why the journeys were difficult (causation); impact on Native tribes (consequence), establishment of news states and territories like California and Utah, conflict with government (consequence); similarities/differences between different migrant groups or processes, e.g. differences between the gold rushes (diversity); increasing migration in this period (change); change in methods of migration, e.g. from wagon trains the whole way to using to railroads for the first stage (change).

Answers may show understanding of second order concepts such as cause and consequences; change; diversity.

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 migration to places west of the Plains between 1839 and 1860. Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	**Summary based on second order concept(s) with two or more valid supporting examples, e.g.** **[Causation]** *One reason that migrants moved west was **because there was an economic downturn** in the East in the late 1830s. Banks collapsed and many people lost their savings. Unemployment reached 25 per cent in some areas and wages fell disastrously. By 1860, **over 400,000 people had moved to the territories of Oregon and California**, travelling in wagons on the overland trails.* *Another reason was **the discovery of gold**. For example, after the discovery of gold in **California**, stories circulated of men making $1000 a day, and **thousands of Americans, as well as Mexicans and Europeans headed west** to seek their fortune or to sell supplies to the miners. Over **50,000 people went in 1849** alone. **[9]*** **[Change]** *In **1839**, migration to the Far West was **limited**. The only white people who ventured that far were the **'mountain men', who roamed the Rocky Mountains**, trapping beavers for their fur. However, **by 1850, over 100,000 people** had migrated in wagons on the overland trails to the west coast territories of **California and Oregon**, hoping to start a new life. **By 1860 this had increased to over 400,000**. **[7]*** **NOTE: Answers must cover at least two different migrant groups or reasons for this level.**
Level 2 (4–6 marks)	**Summary based on a second order concept with one valid supporting example, e.g.** **[Consequence]** *Migration to the west in this period **led to conflict between US settlers and Native tribes**. For example, the Whitmans had moved to Oregon and by the 1840s had established a Christian mission there. This created tension with the Cayuse population, especially as the Whitmans were trying to convert them. In 1847, there was an outbreak of measles in the area, and many Cayuse were killed. They blamed the Whitmans, killed them, and set fire to their mission, killing 11 others. **[6]*** **Lists/ descriptions of migration/ migrant groups/ relevant developments with no organising concept, e.g.** • *The journey west was very difficult. Wagons were heavy and could easily crush a person. River crossings led to the death of many migrants. So did accidents with guns. **[2]*** • *Some migrants went to Oregon on wagon trains. Native tribes often helped them canoe down the rivers. 10,000 Mormons went to Utah and established Salt Lake City which was in a very dry place, but Brigham Young made it a success. **[3]*** *OR* **Statement based on second order concept with no development or no valid specific examples, e.g.** *Some people moved because they were escaping what they saw as religious persecution. **[1]***
Level 1 (1–3 marks)	
0 marks	

Question 3 – 10 marks Why were there tensions in America between 1789 and 1838? 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 but reward appropriate understanding of any other second order concept.* *Explanations could consider: Tensions between North and South over slavery (growing number of abolitionists in the North; South wanted to allow all new states to use slavery; the North feared this would give the South too much power; there were also political differences over whether enslaved people counted as part of the state's population because this had consequences for a state's voting power in Congress); tensions between enslaved people and southern whites/ plantation owners (e.g. slave revolt 1811); tensions between Natives and white settlers/ US government (e.g. Indian Removal Act and ensuing resistance from Creeks, Choctaws, Chickasaws, Cherokees and Seminoles), as well as between different tribes (e.g. defeat/ dispossession of Natives led to Natives moving further west and entering land where other tribes lived).*
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.	

Question 3–10 marks Why were there tensions in America between 1789 and 1838? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	**Two or more reasons identified and explained, e.g.** *One reason there was tension was because there were **different opinions on slavery**. Slavery had died out in the North and **Northerners said that slavery gave the South an unfair advantage** in trade. But the **South's economy was dominated by the plantation system** and huge profits were made through slave labour. This **led to tension over whether or not to allow new states to use slavery**. This had to be resolved through laws such as the Missouri Compromise of 1820.* *There was also **tension between Natives and white settlers because the US government extended its control over the land**. President Andrew Jackson wanted to see the spread of cotton plantations on Native land and in **1830 introduced the Indian Removal Act**. This forced thousands of Native tribes in the east, like the Seminoles and Creeks, out of their homelands. There was **increased violence and tension as the tribes resisted**, such as the Seminole Wars of 1835–42. **[10]***
Level 4 (7-8 marks)	**One reason identified and explained, e.g.** *One reason there was tension was **because of slavery**. The southern US states were dominated by powerful plantation owners whose cotton plantations relied on the slave labour of hundreds of thousands of African Americans. This **situation created many tensions as there was a great deal of resistance** from the enslaved population. For example, there was a **significant revolt in Louisiana** in 1811 led by Charles Deslondes.*
Level 3 (5-6 marks)	**Identifies a reason(s) and uses this to address question (but does not provide precise evidence), e.g.** • *One reason there was tension was because there were different opinions on slavery. This led to tension between the North and South over whether or not to allow new states to use slavery.* • *There was also tension because the US government wanted to extend its territory. This led to increased violence and tension between the US government and Native American tribes who lived on this land.* **OR** **Identifies a reason(s) and gives precise evidence (but does not go on to say how that answers the question), e.g.** • *One reason there was tension was because there were different opinions on slavery. Slavery had died out in the North and Northerners said that slavery gave the South an unfair advantage in trade.* • *There was tension between Natives and white settlers because the US government extended its control over the land. President Andrew Jackson wanted to see the spread of cotton plantations on Native land and in 1830 introduced the Indian Removal Act.* **NOTE: 5 marks for one reason identified; 6 marks for two or more**

Level 2 (3-4 marks)	**Description of conflicts/ differences/ related events without using this to address the question of why there was tension, e.g.** • *In 1820 the Missouri Compromise was passed. This meant that slavery was going to be allowed in the new state of Missouri and to its south.* • *In 1830, Jackson passed the Indian Removal Act. This created 'Indian Territory' for eastern tribes. Thousands of Choctaws, Creeks and Chickasaws moved.* • *The South used slavery in its cotton plantations but it had died out in the North, where there was a mixture of farming, small businesses and factories.* **OR Identifies one or more reason but with neither of the following:** • **support from precise evidence** • **explaining why the reason led to tension, e.g.** • *There were tensions between northern and southern states about slavery.* • *There was tension between Native tribes and the US government over territory.* • *There was economic tension between the North and the South.* • *There were disagreements over the purchase of land in the Northwest and Southwest territories by land speculators.*
Level 1 (1–2 marks)	**Valid but general assertion(s), e.g.** • *There was tensions between different groups who wanted different things.* • *There were tensions between northern and southern states.*
0 marks	

Question 4* – 18 marks 'From the 1860s onwards, the railroads were the most important reason for people settling on the Plains.' How far do you agree? Give reasons for your answer.	
Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 6 marks** **AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 12 marks**	**Notes and guidance specific to the question set**
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 the response matches the level description. BUT to achieve the highest two levels answers must consider both reasons to support and reasons to challenge the statement.* *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: railroads enabled people to easily move to start a new life after 1869; they sold land to people they had been given by the government; railroad companies launched huge advertising campaigns; cow towns formed around railroad terminals* *Grounds for disagreeing include: role of government in railroads (e.g. Lincoln and Pacific Railroad Act – offering companies financial incentives and granting land); after the 1862 Homestead Act hundreds of thousands of families settled on the Plains to cultivate their patch of 160 acres; role of violence/ racism in south / Homestead Act in migration of 'Exodusters' 1877 ff; role of cattle industry, e.g. cow towns in the 1860s and cattle ranches in the 1870s increased settlement on the plains to service the cattle industry; after gold was found in Pikes peak in the Rockies settlers were also attracted to farm* ***on the edge of the Plains, east of the Rockies*** *to provide food for the miners.*
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 'From the 1860s onwards, the railroads were the most important reason for people settling on the Plains.' How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	**Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.** *The newly built railroads were very important. They **enabled people to travel easily** to the Plains. The **railroad companies** created demand for their railroads and land by promoting the West as a land of great opportunity. From the 1860s, they began a **huge advertising campaign** in America and in Europe. More settlers bought land from the railroad companies than gained land from the Homestead Act, **showing the importance of the role of the railroads**.* *However, the Homestead Act was also very important**. It offered 160 acres of land for a small fee to anyone who was prepared to settle and farm on the Plains for at least five years**. The government wanted the land settled so it would become more productive. **This was important** as it **led to hundreds of thousands** of Americans as well as **immigrants from Europe** rushing to claim land and a new life on the Plains.* *Another factor **was violence and racism in the South** during the Reconstruction era, as **many African Americans from the South** settled on the Plains in this period. In 1877, an ex-slave called Benjamin Singleton urged others to take advantage of the Homestead Act and organised an 'exodus' of Black Americans to the west, away from white violence. Thousands followed Singleton to Kansas and became known as the 'Exodusters', with around 6,000 arriving in 1879 alone. So the failure of Reconstruction was **particularly important in the migration of Black Americans**.* ***Furthermore, the cattle industry** also played a part. In the 1850s and 60s **cow towns like Abilene and Dodge City** grew up on the plains where Texan ranchers stopped at rail junctions after driving their cattle north to load onto the railroad. These **expanded and encouraged settlement round about**. By the 1870s cattle owners had also realised cattle could survive the harsh winters of the Plains and began to **raise cattle on the Plains**, **so ranchers themselves settled the Plains**.* *Overall I believe it was a combination of factors that led to the settlement of the Plains. The railroads were very important as they enabled people to get there easily and advertised the benefits. They also encouraged cow towns and ranching. However, without the Homestead Act offering virtually free land, many of the settlers would have never contemplated the journey, and the whole settlement would have been much slower.*
Level 5 (13-15 marks)	**Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.** *The newly built railroads were very important. They enabled people to travel easily to the Plains. The railroad companies created demand for their railroads and land by promoting the West as a land of great opportunity. From the 1860s, they began a huge advertising campaign in America and in Europe. More settlers bought land from the railroad companies than gained land from the Homestead Act, showing the importance of the role of the railroads.* *However, the Homestead Act was also very important. It offered 160 acres of land for a small fee to anyone who was prepared to settle and farm on the Plains for at least five years. The government wanted the land settled so it would become more productive. This was important as it led to hundreds of thousands of Americans as well as immigrants from Europe rushing to claim land and a new life on the Plains.* *Furthermore, the cattle industry also played a part. In the 1850s and 60s cow towns like Abilene and Dodge City grew up on the plains where Texan ranchers stopped at rail junctions after driving their cattle north to load onto the railroad. These expanded and encouraged settlement round about. By the 1870s cattle owners had also realised cattle could survive the harsh winters of the Plains and began to raise cattle on the Plains, so ranchers themselves settled the Plains.*

Level 4 (10-12 marks)	**One sided argument, two explained points of support (2–0), e.g.** *I disagree because there were more important reasons. The Homestead Act offered 160 acres of land for a small fee to anyone who was prepared to settle and farm on the Plains for at least five years. The government wanted the land settled so it would become more productive. This was important as it led to hundreds of thousands of Americans as well as immigrants from Europe rushing to claim land and a new life on the Plains.* *Furthermore, the cattle industry also played a part. In the 1850s and 60s cow towns like Abilene and Dodge City grew up on the plains where Texan ranchers stopped at rail junctions after driving their cattle north to load onto the railroad. These expanded and encouraged settlement round about. By the 1870s cattle owners had also realised cattle could survive the harsh winters of the Plains and began to raise cattle on the Plains, so ranchers themselves settled the Plains.* **Alternatively, balanced argument; one explained point on each side (1–1), e.g.** *The newly built railroads were very important. They enabled people to travel easily to the Plains. The railroad companies created demand for their railroads and land by promoting the West as a land of great opportunity. From the 1860s, they began a huge advertising campaign in America and in Europe. More settlers bought land from the railroad companies than gained land from the Homestead Act, showing the importance of the role of the railroads.* *However, the Homestead Act was also very important. It offered 160 acres of land for a small fee to anyone who was prepared to settle and farm on the Plains for at least five years. The government wanted the land settled so it would become more productive. This was important as it led to hundreds of thousands of Americans as well as immigrants from Europe rushing to claim land and a new life on the Plains.*
Level 3 (7-9 marks)	**One sided argument; one explained point of support (1–0), e.g.** *I agree. The newly built railroads were very important. They enabled people to travel easily to the Plains. The railroad companies created demand for their railroads and land by promoting the West as a land of great opportunity. From the 1860s, they began a huge advertising campaign in America and in Europe. More settlers bought land from the railroad companies than gained land from the Homestead Act, showing the importance of the role of the railroads.*
Level 2 (4-6 marks)	**Identification of reason(s) to support/challenge without full explanation, e.g.** *Yes, I agree because the railroads which advertised cheap land and made it easy for people to get there.* **Alternatively, description of settlement on the Plains/ railroad building /related events without using this to address the question of reasons for settlement, e.g.** *In 1862 the US government passed the Homestead Act to encourage people to settle on the plains. People could claim 160 acres of land.* **1 identifications/ description = 4–5 marks** **2 identifications/ descriptions = 5–6 marks** **3 identifications/ descriptions = 6 marks**
Level 1 (1-3 marks)	**Valid but general assertion(s), e.g.** *On the whole it was because of cheap land.*

Question 5* – 18 marks

'The growth of big business had a positive impact on the USA and its people between 1877 and 1900.' How far do you agree? Give reasons for your answer.

Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 6 marks** **AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 12 marks**	**Notes and guidance specific to the question set**
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. the response matches the level description. BUT to achieve the highest two levels answers must consider both reasons to support and reasons to challenge the statement.* *Answers are most likely to show understanding of the second order concepts of cause and consequence, change and continuity but reward appropriate understanding of any other second order concept.* *Grounds for agreeing include:* ***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.* ***For the economy:*** *Big businesses kept profits high. They often employed large numbers of people and the multiplier effect meant many other businesses profited when they did well.* *Grounds for disagreeing include:* ***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.* ***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.*
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 5* – 18 marks 'The growth of big business had a positive impact on the USA and its people between 1877 and 1900.' How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	**Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.** *In some ways this is true. Big businesses expanded massively at this time and **made huge profits for the US economy, creating lots of jobs**. For example, the growth of factories and railroads in the late 1800s led to a huge **demand for resources such as coal and iron** to power and build them. These industries in turn employed ever more people: in the **South coal production increased ten times** between 1875 and 1890. **So this growth had a positive impact on the economy and job creation**.* *Big business also grew on the Plains, as **bonanza cattle ranches and farms** took over from small-scale businesses and farms. These were huge, around 10,000 acres and employing around 250 workers. They can be said to **have had a positive impact as they could be run more efficiently by managers** and **made big profits** for Eastern capitalists and investors. They also **acted as a reliable source of foodstuffs** for America's growing cities.* *On the other hand, there were downsides to big business, as they often **treated their workers badly**. For example, when the **Pullman rail company** tried to cut the wages of its workers in Chicago, the rail union called a **strike**. The company was not happy, and persuaded their friend the President to send troops to stop the strike. It **resulted in violence and 26 workers were shot**. The strike leaders were blacklisted and unable to work again, **showing the negative impact on workers**.* *Likewise, big mining businesses caused **massive ecological damage and did not seem to be held to account for it**. Huge areas of **forest were cut down** to create supports for mine shafts, and **toxic chemicals leached into the water supply** but the laws always seemed to work in favour of the companies. This shows that big businesses had a **negative impact on both the land and the people, who were forced to live with the consequences**.* *On balance there were advantages and disadvantages to the growth of big business, and its impact depends a lot on whose perspective you are looking at it from. For the country's economy it was probably a positive thing, but from the point of view of many workers, it may have given them jobs, but it kept wages low and downgraded their environment.*
Level 5 (13-15 marks)	**Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.** *In some ways this is true. Big businesses expanded massively at this time and made huge profits for the US economy, creating lots of jobs. For example, the growth of factories and railroads in the late 1800s led to a huge demand for resources such as coal and iron to power and build them. These industries in turn employed ever more people: in the South coal production increased ten times between 1875 and 1890. So this growth had a positive impact on the economy and job creation.* *Big business also grew on the Plains, as bonanza cattle ranches and farms took over from small-scale businesses and farms. These were huge, around 10,000 acres big and employing around 250 workers. They can be said to have had a positive impact as they could be run more efficiently by managers and made big profits for Eastern capitalists and investors. They also acted as a reliable source of foodstuffs for America's growing cities.* *On the other hand, there were downsides to big business, as they often treated their workers badly. For example, when the Pullman rail company tried to cut the wages of its workers in Chicago, the rail union called a strike. The company was not at all happy, and persuaded their friend the President to send troops to stop the strike. It resulted in violence and 26 workers were shot. The strike leaders were blacklisted and unable to work again, showing the negative impact on workers.*
Level 4 (10-12 marks)	**One sided argument, two explained points of support (2–0), e.g.**

	I agree. Big businesses expanded massively at this time and made huge profits for the US economy, creating lots of jobs. For example, the growth of factories and railroads in the late 1800s led to a huge demand for resources such as coal and iron to power and build them. These industries in turn employed ever more people: in the South coal production increased ten times between 1875 and 1890. So this growth had a positive impact on the economy and job creation. *Big business also grew on the Plains, as bonanza cattle ranches and farms took over from small-scale businesses and farms. These were huge, around 10,000 acres big and employing around 250 workers. They can be said to have had a positive impact as they could be run more efficiently by managers and made big profits for Eastern capitalists and investors. They also acted as a reliable source of foodstuffs for America's growing cities.* **Alternatively, balanced argument; one explained point on each side (1–1), e.g.** *In some ways this is true. Big businesses expanded massively at this time and made huge profits for the US economy, creating lots of jobs. For example, the growth of factories and railroads in the late 1800s led to a huge demand for resources such as coal and iron to power and build them. These industries in turn employed ever more people: in the South coal production increased ten times between 1875 and 1890. So this growth had a positive impact on the economy and job creation.* *On the other hand, there were downsides to big business, as they often treated their workers badly. For example, when the Pullman rail company tried to cut the wages of its workers in Chicago, the rail union called a strike. The company was not at all happy, and persuaded their friend the President to send troops to stop the strike. It resulted in violence and 26 workers were shot. The strike leaders were blacklisted and unable to work again, showing the negative impact on workers.*
Level 3 (7-9 marks)	**One sided argument; one explained point of support (1–0), e.g.** *I agree. Big businesses expanded massively at this time and made huge profits for the US economy, creating lots of jobs. For example, the growth of factories and railroads in the late 1800s led to a huge demand for resources such as coal and iron to power and build them. These industries in turn employed ever more people: in the South coal production increased ten times between 1875 and 1890. So this growth had a positive impact on the economy and job creation.*
Level 2 (4-6 marks)	**Identification of reason(s) to support/challenge without full explanation, e.g.** • *No, I disagree because rail companies often treated striking workers badly.* **Alternatively, description of big business/ related events without using this to address the question of positive/ negative impact, e.g.** • *Corporations started to dominate manufacturing in this period. These were huge companies run by shareholders rather than a family or individual.* • *Corporations took over smaller businesses when they had hard times. They often kept wages low but made lots of profit.* **1 identifications/ description = 4–5 marks** **2 identifications/ descriptions = 5–6 marks** **3 identifications/ descriptions = 6 marks**
Level 1 (1-3 marks)	**Valid but general assertion(s), e.g.** • *No, they didn't care about their workers.*

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

Question 6 – 7 marks **What can Source A tell us about the Aztecs and their system of tribute? 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 (L1) – tells us the Aztecs were given war-dresses shields and cloaks (or tells us what they looked like, e.g. feathered headdresses); that they were given beans and grain. It tells us that the Aztecs were given a wide range of goods. It tells us that towns had to send tribute* • *Inferences from the source (L2) – tells us that the tribute system was very important to the Aztecs because it kept them supplied with essential goods; it tells us that the Aztecs had a strong hold over their empire to receive such a range of valuable goods; it tells us that the Aztecs valued practical items for eating and building and that warfare was important to them, hence the war-dresses.* • *Inferences from the source's purpose or production (L3) – tells us about the importance of the tribute system to the Aztecs which is why the Spanish are researching and recording it– the Spanish king wants to know about his new lands and telling him about the tribute system is central to this; tells us that the Aztec tributes must have been carefully recorded in a detailed way and this explains why they were able to record them in the 1540s.* *There is no requirement to mention any possible limitations of the source. Candidates will be credited for recognising features of the source such as its production or tone and explaining how these are helpful to historians. These could include purpose/ production of the source as outlined above.* *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 Aztecs and their system of tribute? Use the source and your own knowledge to support your answer.	
Guidance and indicative content	
Level 3 (6-7 marks)	**Explains (using valid inference) what source reveals about the effectiveness/significance/centrality of tribute for the Aztecs, e.g.** • *The fact that this list of tributes has been produced with great care 20 years after the fall of the Aztecs* ***tells us that the system must have been very effective*** *in terms of control and supplying the Aztecs with important goods. (6) This is why the Spanish have asked for the Codex and is going to the trouble of collecting and recording details such as the number of shields and bins of grain collected. (7)* • *The list was going to be sent to the Spanish king because he wanted to know about his new lands. The fact that the Spanish who were researching and producing this source* ***have focused on tributes tells us how central they must have been to Aztec society*** *and Aztec control of its Empire. (6)* **NOTE 1: Valid inference with valid source support = 7 marks, no valid source support = 6 marks** **NOTE 2: Identifying the purpose, etc. is not the same as making an inference *from* the purpose.**
Level 2 (3-5 marks)	**Explains what source tells us about the Aztecs and their system of tribute by using a valid inference from content of source, e.g.** • *The source shows us how the Aztecs kept trade going and were supplied with crucial goods like grain and building materials (planks of wood). (4)* • *The source tells us that the Aztecs had firm control over their Empire because provinces and towns were supplying them with essential and valuable goods such as food, like grain and beans, as well and expensive and luxury items like the cloaks. (5)* • *The source tells us that warfare was important to the Aztecs which is why they are receiving so many war-dresses as part of the tribute. (4)* • *The source was going to be sent to the Spanish King so it tells us that he wanted to know about tribute. (3)* **NOTE: Valid inference(s) with no *relevant* support from the source = 3 marks. Quotations must be linked by candidate to their inference.** **NOTE 2: 1 supported inference + 2nd inference (supported or unsupported) = 5 marks**

Level 1 (1–2 marks)	**Lifts surface detail from source or general comments on provenance to address question (2 marks), e.g.** • *The source tells us towns had to send war-dresses and grain to the Aztecs.* • *The source tells us that towns were paying the Aztecs tribute like cloaks and food.* • *Source A tells us that the Aztecs kept records of the tribute that they received.* **Alternatively, makes valid but general assertion(s) (1 mark)** • *The source tells us people gave things to the Aztecs.* **OR** **Answers which make comments on source without addressing the question of what it can tell us about the Aztecs and their system of tribute (1 mark) e.g.** • *The source shows brightly coloured war-dresses with feathers in the headdress.*
0 marks	**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 arrival of the Spanish in the Aztec Empire?' 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).m 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 sources and interpretation could identify features such as:* • *Surface features of sources (L2) – e.g. B - there was a great fire in the sky; a great fire told the Aztecs that the Spanish were coming; C - Cortes was the son of the god Quetzalcoatl; the prophecy had said that Cortes would come; D – the omens were a deception; the Omens started to appear in the 1540s; the Aztecs could not have thought the Spaniards were gods.* • *Inferences from the sources (L3–L5) – e.g.:* • *B and C useful as evidence of how the Aztecs viewed Cortes – in religious terms, foretold by prophecy and believing he was the son of the god Quetzalcoatl;* • *B / C both useful as evidence of why the Aztecs did not attack the Spanish (or how the Spanish viewed this reaction), i.e. beliefs/ superstitions;* • *C is useful for revealing how the Spanish portrayed the Aztec reaction to their arrival/ how they justified their Conquest;* • *D is useful in providing an alternative perspective which challenges B/C on the basis of technological achievements and shows that the Spanish have misrepresented the Aztec reaction to the Spanish arrival.* • *Other comments will probably include:* • *(L3) Comments which support or challenge the evidence presented in sources with candidates' own*
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).	
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).	*knowledge, rendering sources more or less useful in terms of typicality or reliability.* • *(L3) Candidates may show how the sources/interpretation agree and/or disagree with each other. e.g. B and C fit together and could be used to support each other; D casts doubts over B and C; the dates of B and C seem to confirm the claim made by D that these stories did not appear until after 1540.* • *(L2) Undeveloped comments on how provenance of sources make them reliable/unreliable and therefore useful/not useful.* • *Candidates should not be rewarded above **Level 1** for simply saying what is 'missing' from the sources.*
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	*Understanding of appropriate characteristic features could include: Quetzalcoatl was the great god the Aztecs. Claims were made that there were several omens such as a comet (great fire) and storms about ten years before the Spaniards arrived. They were seen as signs of impending disaster. The Aztecs, including Moctezuma, were greatly worried by them. There was also an ancient prophecy that Quetzalcoatl had abandoned the Aztecs but would one day return to reclaim his kingdom. On the other hand the Aztecs seemed to have known the Spaniards were merely human. This could lead to two possible conclusions: the prophecies did not affect Moctezuma's behaviour/attitude towards the Spaniards OR/AND the Aztecs developed the religious explanation after the conquest to make it fit in with their own beliefs.*
0 marks No response or no response worthy of credit.	*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.*

Question 7 – 15 marks **'How useful are Sources B and C and Interpretation D for a historian studying the arrival of the Spanish in the Aztec Empire?' 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)	**Supported inferences (support from source) from content of two of B, C or D to explain why at they are useful as evidence about the arrival of the Spanish in the Aztec Empire (i.e. 2 x L4), e.g.** ***Source B is useful*** *because it shows that the* ***Aztecs explained and understood the arrival of the Spanish in religious or supernatural terms****. The image in the Codex shows a great fire in the sky and Aztecs being very worried about it. This shows how they believed that they had be warned by an omen about the arrival of the Spanish; they therefore viewed it as an earth-shattering event. This belief was so strong that it was still being illustrated decades after the fall of the Aztecs.* *I also think* ***Source C is useful*** *because it* ***reveals how the Spanish were justifying [or presenting] their conquest of the Aztec Empire****. Moctezuma is presented as superstitious and eager to offer up his own kingdom to Cortes when the Spanish arrived: it says he was 'at the service' of Cortes because he believed he was the son of the god Quetzalcoatl. This source was produced decades of Spanish rule so it was implying that the Aztecs needed Spanish rule and conversion to Christianity.* ***[15]***
Level 4 (10-12 marks)	**Supported inference(s) (support from source) from content of one of B, C or D to explain why it is useful as evidence about the arrival of the Spanish in the Aztec Empire, e.g.** • ***Source B*** *is useful about the arrival of the Spanish because it* ***shows us that the Aztecs thought in religious terms about this event****. We can see this from the drawing where the Aztecs are shown pointing to the great fire and looking angry or alarmed. This shows they believed they had been warned about this event.* • ***Source C*** *is useful as evidence of* ***why the Aztecs did not attack the Spanish when they arrived****. It tells us that they welcomed him because they believed that Cortes was the son of Quetzalcoatl. This could help to understand why they did not destroy Cortes, even though they had the numbers and the resources.* • ***Source C*** *is useful because it* ***reveals how the Spanish justified their conquest of the Aztec Empire decades afterwards****. Moctezuma is presented as superstitious and eager to offer up his own kingdom to Cortes when the Spanish arrived: it says he was 'at the service' of Cortes because he believed he was the son of the god Quetzalcoatl. This source is trying to imply that the Aztecs needed Spanish rule and conversion to Christianity.* • ***Interpretation D*** *is useful as it* ***suggests that the Spanish misrepresented the way the Aztecs reacted to the arrival of the Spanish.*** *It suggests that, actually, they were not superstitious and provides evidence against the idea that Moctezuma welcomed Cortes because he thought he was a god. It explains that stories of omens did not begin to appear until the 1540s, suggesting they were made up as a 'deception'. It points out that the Aztecs were actually very practical people and would not have believed the Spaniards were gods.* **NOTE: Support from source must be linked to the inference.**

Level 3 (7-9 marks)	**Valid but unsupported inference(s) from content to explain why one or more of B, C, D are useful as evidence about the arrival of the Spanish, e.g.** • *Source B is useful because it shows us how the Aztecs understood the arrival of the Spanish in a supernatural or religious way.* • *Source C is useful as evidence about how the Spanish tried to justify their Conquest of the Aztec Empire by showing that Moctezuma welcomed Cortes.* • *Interpretation D is useful as it suggests that the Spanish misrepresented the way the Aztecs reacted to Cortes.* **Alternatively, uses specific contextual knowledge OR cross-reference between sources OR purpose of B/C to argue that one or more of B, C or D are useful or not useful because they are (un)reliable, e.g.** • *I think that Source C is useful because it is reliable. We know that there was an ancient Aztec prophecy that Quetzalcoatl had abandoned Mexico after the founding of Tenochtitlan but would one day return to reclaim his kingdom. Source C fits in with this and explains why Moctezuma welcomed Cortes.* • *I don't think that Source C is useful because I don't trust it. The Spanish are just trying to justify their actions in taking over the Aztecs' empire and converting the people to Christianity, so this is why the source presents Moctezuma as welcoming the arrival of Cortes as the son of a god.* • *Source C says that Moctezuma was overjoyed and welcomed Cortes as the son of Quetzalcoatl. I don't think this is very useful because it is contradicted by Source D, which says it was unlikely that the Aztecs mistook the Spanish for gods when they arrived.* **NOTE: 1 source = 7–8 marks; 2 or more sources = 8–9 marks**
Level 2 (4-6 marks)	**Uses surface features of extracts to argue source(s) are useful, e.g.** • *Source B is useful because it shows us that there was an omen which predicted the coming of the Spanish. (5)* • *Source C is useful because it tells us that the Aztecs believed Cortes was the son of the god Quetzalcoatl when the Spanish arrived. It says that Moctezuma was 'at his service' and said the kingdom was now Cortes'. (5)* • *Source C is useful because it says that Moctezuma was overjoyed and welcomed Cortes. Interpretation D is useful because says it was unlikely that the Aztecs mistook the Spanish for gods when they arrived. (6)* **NOTE: 1 source = 5 marks; 2 or more sources = 6 marks** **Alternatively, argues useful or not useful on the basis of undeveloped provenance, e.g.** • *Source C is not very useful. It was produced a long time after the fall of the Aztecs and the people that produced it could not have remembered exactly what happened and what was said by Moctezuma. (4)* • *B is an Aztec drawing so it's useful because it will give their perspective. (4)* **NOTE: undeveloped provenance – limit to 4 marks**
Level 1 (1–3 marks)	**Valid but general assertion(s) and/or comments on the sources which don't answer the question, e.g.** • *The sources are really useful because they tell us about different things. They come from different dates and are not all about Moctezuma and Cortes.* • *Source B tells us about an omen. D says that the Aztecs were not superstitious.* • *Source C was written by a friar who wanted to record what he had learned about the Aztec people.* • *Interpretation D says that the Aztecs could not have mistaken the Spaniards for gods.*

	Alternatively, argues not useful because of what information the source(s) do not contain, e.g. *Source B is not very useful. It is about a comet in the sky and does not tell us what happened when Moctezuma met Cortes. It does not tells us how he responded to him. I know that …*
0 marks	

Question 8* – 18 marks **'Craftworking was more important to the Aztecs than agriculture.' 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 5 and 6, this must involve considering both the importance craftworking and the importance of agriculture.* *Answers are most likely to show understanding of the second order concepts importance and impact (reasons for importance of craftworking and agriculture and their impact on the Aztecs) and diversity (similarity/difference in the importance of craftworking and agriculture) but reward appropriate understanding of any other second order concept.* *Grounds for agreeing may include: craftworking provided objects for daily life as well as luxury items that represented the status of their owners; it helped produce food – building blocks and grinders for maize; craftworkers had status in Aztec society showing the importance of their work; it provided objects for religious ritual; the objects were traded which stimulated wealth and prosperity across the empire; also used as tribute.* *Grounds for disagreeing may include: agriculture was important in feeding the large population e.g. maize and beans, squashes, tomatoes, chillies; it also produced raw materials for daily life e.g. maguey cloth for ordinary people to wear, and cotton for clothes for nobles as well as padded armour bags and used as a form of currency; it was so important for food that intensive farming techniques were developed to feed everyone; also used as tribute.*
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 'Craftworking was more important to the Aztecs than agriculture.' How far do you agree with this view?	
Guidance and indicative content	
Level 6 (16-18 marks)	**Balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.** *I think it is very difficult to say that one was more important than the other. They were both essential for the Aztecs. The **importance of agriculture** is shown by the **trouble the Aztecs took to produce good farming conditions** through the use of gardens, irrigation, terracing and chinampas. These were all used to produce as much land as possible that was good for farming and to produce good soil for growing. **This was very important because it enabled the Aztecs to feed their people** with maize, beans, tomatoes and chillies.* ***Agriculture was also important** because it **produced items other than food**. Maguey and cotton were grown. Maguey was a cactus that could be used for making mats and cloth. It was particularly important because clothes made from it were worn by most of the ordinary Aztecs. Cotton was used to produce clothes for the nobles. **So agriculture was important because it provided raw materials** necessary for daily life.* *However, **craftworking was also important because it created great wealth for the Aztecs**. Craftworkers produced goods like expensive cloth and gold jewellery, as well as baskets and mats. These were **traded all over the empire which helped spread prosperity, showing how vital craftworking was**.* *Craftworking was also important because it **produced many of the items people needed for their everyday lives** such as pots, plates, cups for storing, cooking and eating food. So craftworking was not just necessary for trade or for luxury items for the wealth, but was also **important for ordinary people in their domestic lives as well**.* *Overall, I think their importance was very similar. They both provided essential items for all parts of Aztec society and often they worked together to produce the things the Aztecs needed. For example, agriculture produced cotton which was grown in the Empire, but the craftworkers used their skills to turn the cotton into the fine clothes that the nobles wanted. Another example is that agriculture produced the food needed but the craftworkers produced the grinding stones and pots for producing and storing the food.*
Level 5 (13-15 marks)	**Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.** *I think it is very difficult to say that one was more important than the other. They were both essential for the Aztecs. The importance of agriculture is shown by the trouble the Aztecs took to produce good farming conditions through the use of gardens, irrigation, terracing and chinampas. These were all used to produce as much land as possible that was good for farming and to produce good soil for growing. This was very important because it enabled the Aztecs to feed their people with maize, beans, tomatoes and chillies.* *Agriculture was also important because it produced items other than food. Maguey and cotton were grown. Maguey was a cactus that could be used for making mats and cloth. It was particularly important because clothes made from it were worn by most of the ordinary Aztecs. Cotton was used to produce clothes for the nobles. So agriculture was important because it provided raw materials necessary for daily life.* *However, craftworking was also important because it created great wealth for the Aztecs. Craftworkers produced goods like expensive cloth and gold jewellery, as well as baskets and mats. These were traded all over the empire which helped spread prosperity, showing how vital craftworking was.*

Level 4 (10-12 marks)	**One sided argument, two explained points of support (2–0), e.g.** *I think agriculture was more important. This is shown by the trouble the Aztecs took to produce good farming conditions through the use of gardens, irrigation, terracing and chinampas. These were all used to produce as much land as possible that was good for farming and to produce good soil for growing. This was very important because it enabled the Aztecs to feed their people with maize, beans, tomatoes and chillies.* *Agriculture was also important because it produced items other than food. Maguey and cotton were grown. Maguey was a cactus that could be used for making mats and cloth. It was particularly important because clothes made from it were worn by most of the ordinary Aztecs. Cotton was used to produce clothes for the nobles. So agriculture was important because it provided raw materials necessary for daily life.* **Alternatively, balanced argument; one explained point on each side (1–1), e.g.** *I think it is very difficult to say that one was more important than the other. They were both essential for the Aztecs. The importance of agriculture is shown by the trouble the Aztecs took to produce good farming conditions through the use of gardens, irrigation, terracing and chinampas. These were all used to produce as much land as possible that was good for farming and to produce good soil for growing. This was very important because it enabled the Aztecs to feed their people with maize, beans, tomatoes and chillies.* *However, craftworking was also important because it created great wealth for the Aztecs. Craftworkers produced goods like expensive cloth and gold jewellery, as well as baskets and mats. These were traded all over the empire which helped spread prosperity, showing how vital craftworking was.*
Level 3 (7-9 marks)	**One sided argument; one explained point of support (1–0), e.g.** *I think agriculture was more important. This is shown by the trouble the Aztecs took to produce good farming conditions through the use of gardens, irrigation, terracing and chinampas. These were all used to produce as much land as possible that was good for farming and to produce good soil for growing. This was very important because it enabled the Aztecs to feed their people with maize, beans, tomatoes and chillies.*
Level 2 (4-6 marks)	**Identification of reason(s) to support/challenge without full explanation, e.g.** *I disagree because agriculture produced their food and lots of other things like maguey that was used for clothing.* **Alternatively, description of relevant aspects of craftworking or agriculture without linking this to the question or without full explanation, e.g.** *The Aztecs produced much pottery, mats, baskets and clothes. Otumba was an important craftworking centre where many of these things were made.* **1 identifications/ description = 4–5 marks** **2 identifications/ descriptions = 5–6 marks** **3 identifications/ descriptions = 6 marks**
Level 1 (1-3 marks)	**Valid but general assertion(s), e.g.** *I agree because craftworking was so important to the Aztecs in many different aspects of their society.*
0 marks	

Question 9* – 18 marks
'It was hopes of great wealth that led to the Spanish expansion into the Caribbean and central America.' 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 5 and 6, this must involve considering both evidence of support for hopes of great wealth as a reason and for other reasons.* *Answers are most likely to show understanding of the second order concepts of causation (reasons for Spanish expansion), and diversity (similarity/difference of reasons for individuals/governments) but reward appropriate understanding of any other second order concept.* *Grounds for agreeing may include: One of Columbus' and others' reasons for sailing west was to find gold and silver and other riches, the Spaniards forced the natives on the Caribbean islands to mine for gold and silver; the Spanish Crown backed the expeditions with the hope of great riches being found; once the Spaniards started to explore central America they heard of stories of an empire with great riches further inland and this led to Cortes' expedition; Cortes' soldiers were often poor people who relied entirely on finding riches on the expedition; the magnificent gifts sent by Moctezuma spurred Cortes on with hopes of greater riches; Cortes wins the argument to continue the expedition with his argument about greater riches to be found; members of the minor nobility often led expeditions because they had status but not the wealth to go with it; because of new farming practices in Castile many Castilians faced poverty and hunger and needed to find riches.* *Grounds for disagreeing may include: Spain had only recently become a unified country and this created a desire in Spain to make the country great; Columbus' contract with the Spanish Crown was to find a sea route to India and China; the Pope granted Spain all non-Christian lands Columbus discovered as long as the inhabitants were converted to Christianity (Spanish actions later show a desire to spread Christianity); the Spanish Crown supported the expeditions to increase the power of Spain through the establishment of colonies; many of the men involved were looking for adventure, many of the men involved were looking for status by helping the Spanish Crown establish new lands; some wanted to escape the hierarchy of Spanish society and the control of the Spanish bureaucracy, they wanted more freedom.*
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 'It was hopes of great wealth that led to Spanish expansion into the Caribbean and central America.' How far do you agree with this view?	
Guidance and indicative content	
Level 6 (16-18 marks)	**Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.** *There is much evidence against this statement. There were many reasons for the Spanish expansion. One of the most important was **national greatness**. Spain was a new country with Castile and Aragon being united through the marriage of Isabella and Ferdinand. This created great hopes for the new country and exploring to find new lands was one way to make the country great. In the first decades of the 1500s, 200 Spanish ships sailed westwards to make Spain great by founding new colonies. **So the expeditions were a kind of national adventure**.* *Another important reason for the expansion was **religion**. Spain was a fervent Catholic country and was keen to spread Catholicism. Spain had only just managed to eject Islamic rule from parts of Spain and religious enthusiasm was therefore strong. The Pope issued a decree saying that Spain had a right to all non-Christian lands and trade in the New World. All that Spain had to do was to convert the local people to Christianity. **Religious conversion therefore became a big motive for Spain**.* *Finally, some of the **Spanish soldiers were farmers who had fallen on hard times** in Spain and had little to keep them in the country. They faced poverty and hunger in Spain because farming was being replaced by the raising of animals which did not need so much labour. They, therefore, became out of work with nothing to support them and were **driven by escaping poverty rather than finding 'great wealth' specifically**.* *On the other hand, **seeking wealth was one of their motives**. When the Spaniards reached the mainland of America they began to hear **stories of a great empire of enormous wealth further to the west**. This is why Velazquez and Cortes organised the expedition that led Cortes to the Aztecs. One of Velazquez's orders to Cortes was to discover what riches there were further inland and west. When Cortes began to make contact with parts of the Aztec Empire he was brought gifts of gold and jewels. **This promise of great wealth encouraged him to keep going to find the Aztecs**.* *Overall, I think that the statement that the Spanish expansion was simply due to hopes of great wealth is too simple. There were other motives like religion, and the time was right for Spain to begin to expand. It had just become united into one country and was ready to become a great country by expanding. People are always after wealth, but the unification of Spain and its defeat of Islam, help explain why the expansion took place at this time.*
Level 5 (13-15 marks)	**Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.** *Actually, one important reason for the expansion was religion. Spain was a fervent Catholic country and was keen to spread Catholicism. Spain had only just managed to eject Islamic rule from parts of Spain and religious enthusiasm was therefore strong. The Pope issued a decree saying that Spain had a right to all non-Christian lands and trade in the New World. All that Spain had to do was to convert the local people to Christianity. Religious conversion therefore became a big motive for Spain.* *Also, some of the Spanish soldiers were farmers who had fallen on hard times in Spain and had little to keep them in the country. They faced poverty and hunger in Spain because farming was being replaced by the raising of animals which did not need so much labour. They, therefore, became out of work with nothing to support them and were driven by escaping poverty rather than finding 'great wealth' specifically.* *On the other hand, seeking wealth was one of their motives. When the Spaniards reached the mainland of America they began to hear stories of a great empire of enormous wealth further to the west. This is why Velazquez and Cortes organised the expedition that led Cortes to the Aztecs. One of Velazquez's orders to Cortes was to discover what riches there were further inland and west. When Cortes began to make contact with parts of the Aztec Empire he was brought gifts of gold and jewels. This promise of great wealth encouraged him to keep going to find the Aztecs.*

Level 4 (10-12 marks)	**One sided argument, two explained points of support (2–0), e.g.** *Actually, one important reason for the expansion was religion. Spain was a fervent Catholic country and was keen to spread Catholicism. Spain had only just managed to eject Islamic rule from parts of Spain and religious enthusiasm was therefore strong. The Pope issued a decree saying that Spain had a right to all non-Christian lands and trade in the New World. All that Spain had to do was to convert the local people to Christianity. Religious conversion therefore became a big motive for Spain.* *Also, some of the Spanish soldiers were farmers who had fallen on hard times in Spain and had little to keep them in the country. They faced poverty and hunger in Spain because farming was being replaced by the raising of animals which did not need so much labour. They, therefore, became out of work with nothing to support them and were driven by escaping poverty rather than finding 'great wealth' specifically.* **Alternatively, balanced argument; one explained point on each side (1–1), e.g.** *Actually, one important reason for the expansion was religion. Spain was a fervent Catholic country and was keen to spread Catholicism. Spain had only just managed to eject Islamic rule from parts of Spain and religious enthusiasm was therefore strong. The Pope issued a decree saying that Spain had a right to all non-Christian lands and trade in the New World. All that Spain had to do was to convert the local people to Christianity. Religious conversion therefore became a big motive for Spain.* *On the other hand, seeking wealth was one of their motives. When the Spaniards reached the mainland of America they began to hear stories of a great empire of enormous wealth further to the west. This is why Velazquez and Cortes organised the expedition that led Cortes to the Aztecs. One of Velazquez's orders to Cortes was to discover what riches there were further inland and west. When Cortes began to make contact with parts of the Aztec Empire he was brought gifts of gold and jewels. This promise of great wealth encouraged him to keep going to find the Aztecs.*
Level 3 (7-9 marks)	**One sided argument; one explained point of support (1–0), e.g.** *I agree with this. The Spaniards did explore and expand because they wanted wealth. When the Spaniards reached the mainland of America they began to hear stories of a great empire of enormous wealth further to the west. This is why Velazquez and Cortes organised the expedition that led Cortes to the Aztecs. One of Velazquez's orders to Cortes was to discover what riches there were further inland and west. When Cortes began to make contact with parts of the Aztec Empire he was brought gifts of gold and jewels. This promise of great wealth encouraged him to keep going to find the Aztecs.*
Level 2 (4-6 marks)	**Identification of reason(s) to support/challenge without full explanation, e.g.** *No, I don't agree because this expansion was driven by religion and a desire for adventure.'* **Alternatively, description of Spanish expansion/ relevant events without linking this to the question or without full explanation, e.g.** *In 1492 Columbus sailed west and reached the Bahamas. He returned and began to explore the islands of the Caribbean.* **1 identifications/ description = 4–5 marks** **2 identifications/ descriptions = 5–6 marks** **3 identifications/ descriptions = 6 marks**
Level 1 (1-3 marks)	**Valid but general assertion(s), e.g.** *Yes, they were hoping to make themselves rich.*
0 marks	

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