

# GCSE (9–1) History B (Schools History Project)

**J411/35 The Mughal Empire, 1526–1707  
with Aztecs and the Spanish Conquest, 1519–1535**  
Sample Question Paper Version 3.3

## Date – Morning/Afternoon

Time allowed: 1 hour 45 minutes

**OCR supplied materials:**

- the OCR12-page Answer Booklet

**Other materials required:**

- None

### INSTRUCTIONS

- Use black ink.
- Section A – The Mughal Empire, 1526–1707: Answer questions 1 (a–c), 2, 3 and **either** question 4 **or** question 5.
- Section B – Aztecs and the Spanish Conquest, 1519–1535: Answer questions 6 and 7, and **either** question 8 **or** question 9.
- Do **not** write in the bar codes.

### INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document consists of **8** pages.

**Section A****The Mughal Empire, 1526–1707**

Answer questions 1 (a–c), 2 and 3.

- 1.
- (a) Name **one** of the first three Mughal emperors. [1]
- (b) Give **one** example of a European nation that was trading in India by 1650. [1]
- (c) Name **one** building which Emperor Shah Jahan ordered to be built. [1]
2. Write a clear and organised summary that analyses northern India around 1530, just after the Mughal conquest. Support your summary with examples. [9]
3. Why do you think history books pay so much attention to Nur Jahan, the wife of Emperor Jahangir? Explain your answer. [10]

Answer **either** question 4 **or** question 5.

- 4.\* How far do you agree that the Emperor Akbar deserves to be known as ‘Akbar the Great’? Give reasons for your answer. [18]
- 5.\* “When the Emperor Aurangzeb died in 1707, the Mughal Empire was stronger than it had ever been”. How far do you agree with this statement? Give reasons for your answer. [18]

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

Answer questions 6 and 7.

6. What can Source A tell us about the way the Spanish treated the Aztecs after conquering Mexico in 1521? Use the source and your own knowledge to support your answer.

[7]

**Source A – From a letter written in 1529 by a Spanish bishop to Emperor Charles V in Spain**

*Charles V had sent this bishop to New Spain (Mexico) with orders to act as an official Protector of the Indians. In the letter he mentions the Audiencia, which ruled New Spain on behalf of the emperor.*

Indians came to me with so many complaints against Spaniards that it was an extraordinary thing. I was astonished that they could stand the ill-treatment as well as the robberies that government officials commit wherever they go. I am sending your Majesty a report on these that I have made secretly. One Spaniard I have heard of had such a wicked spirit that he put an Indian lord on a cross with three nails, like Christ. The Spaniard did this because the Indian had not given him all the gold that he had demanded. Another killed and hanged Indians because they did not give him what he demanded. I went to see the president of your *Audiencia* about it and he paid no attention, nor did he do a thing about the Indians even though he sees that they are being killed.

7. How useful are Sources B and C and Interpretation D for a historian studying the Aztec emperor, Moctezuma? In your answer, refer to the two sources and interpretation as well as your own knowledge.

[15]

**Source B – From *The True History of New Spain*, by Bernal Díaz, c.1574**

*Díaz was a Spanish foot-soldier who served with Cortés and met Moctezuma. He wrote his memories of the Spanish conquest about fifty years after the events he describes.*

“The Great Moctezuma would be about forty years of age, of good stature and well built, lean and without much flesh. His complexion was not too dark but of the proper shade and colour that befits an Indian. He wore his hair not very long, but so that it covered up his ears. His beard was small and black and was growing well but thinly. His face was rather long and merry with pleasant eyes. All his person showed a good disposition and when necessary he could be serious. He was both clean and careful how he dressed and he bathed once every day, towards evening”.

**Source C – Some items that were sent by Cortés to Emperor Charles V in 1519, as listed in “The letters of Cortés” published in 1908.**

*These items were gifts from Moctezuma. Cortés sent them from Mexico to Spain.*

- Two gold necklaces set with emeralds, pearls and other gems.
- A head-dress of wood decorated with gold and gems.
- Four tridents, with feathers and pearls attached by gold thread.
- Deerskin shoes, sewn with gold thread, having soles of blue and white stones.
- A shield of wood and leather, decorated with hanging bells of gold.
- Twenty four golden shields, decorated with feathers and small pearls; four others of feathers and silver.
- Several head-dresses and crowns of feathers and gold, ornamented with pearls and gems.
- Several large plumes of beautiful feathers of various colours, decorated with gold and small pearls.
- A variety of cotton robes of different colours.

**Interpretation D – A painting of Moctezuma by an unknown Spanish artist from the late 16<sup>th</sup> or 17<sup>th</sup> century**



Answer **either** question 8 **or** question 9.

**8.\*** “More than anything else, it was the support given by Native American people which led to Cortés’ victory over the Aztecs”. How far do you agree with this view?

**[18]**

**9.\*** “Aztec civilisation was harsh, brutal and unattractive”. How far do you agree with this view?

**[18]**

## Summary of updates

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Date	Version	Details
September 2021	3.3	Updated copyright acknowledgements.

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Copyright Information:

Source A: Adapted from The Bishop-elect of Mexico, Don Fray Juan de Zumarraga, to Charles V, August 27, 1529. Translated from J. Garcia Icazbalceta, Don Fray Juan de Zumarraga, Appendix, pp.1-42; DII, XIII, 104-179. Porrúa, 1947, as translated in: Lesley Byrd Simpson, The Encomienda in New Spain: Beginnings of Spanish Mexico, 1992, Cambridge University Press UK. © 2021 by The Regents of the University of California. Reproduced with permission. In the format Internet posting via Copyright Clearance Center.

Source B: Adapted from Bernal Díaz del Castillo, True History of the Conquest of New Spain, Found in Bernal Díaz del Castillo – Being Some Account of Him, Taken from His True History of the Conquest of New Spain, Translated by R. B. Cunninghame Graham, Eveleigh Nash, London, 1915.

Source C: Adapted from Francis Augustus MacNutt, Letters of Cortés: The Five Letters of Relation from Fernando Cortés to the Emperor Charles V, pg 170, G. P. Putnam's Sons, London, 1908.

Interpretation D: Palazzo Pitti, Florence, Italy/Bridgeman Images. Reproduced with permission from Bridgeman Images.

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Oxford Cambridge and RSA

**...day June 20XX – Morning/Afternoon**

**GCSE (9–1) HISTORY B (SCHOOLS HISTORY PROJECT)**

**J411/35 The Mughal Empire, 1526–1707 Aztecs and the Spanish Conquest, 1519–1535**

**SAMPLE MARK SCHEME**

**Duration: 1 hour 45 minutes**

**MAXIMUM MARK 80**

**This document consists of 24 pages**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on–screen marking: *scoris 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 scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**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 scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **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 scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
  - 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. Please note: the Assessment Objectives targeted by each question and the maximum marks available for each Assessment Objective are given at the top of each levels mark scheme for each question. Unless otherwise stated the weightings of the assessment objectives remain consistent throughout the levels. For example if the maximum marks are 6 AO1, 3 AO2, then the AO1/AO2 ratio will be 2/1 throughout the levels.

12. **Annotations**

Annotation	Meaning

### 13. 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.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

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

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 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 prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

## Section A: The Mughal Empire, 1526–1707

<b>Question 1 – 3 marks</b>	
<p>(a) Name one of the first three Mughal emperors.</p> <p>(b) Give one example of a European nation that was trading in India by 1650.</p> <p>(c) Name one building which Emperor Shah Jahan ordered to be built.</p>	
<b>Guidance</b>	<b>Indicative content</b>
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(a), Accept any of: Babur, Humayun, Akbar</i>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(b), likely valid responses include: England/Britain; France; Portugal; Holland/Netherlands (or “The English”, “French” etc.)</i>
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(c), likely valid responses include: the Taj Mahal, the Red Fort, Jama Masjid</i>
	Any other historically valid response is acceptable and should be credited.



<b>Question 2 – 9 marks</b>	
<b>Write a clear and organised summary that analyses northern India around 1530, just after the Mughal conquest. Support your summary with examples.</b>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>	
<b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b>	
<b>Level 3 (7–9 marks)</b>	
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).	<i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i>
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).	<i>Answers could consider aspects of one or more of the following: the land and climate; dependence on the monsoon rains; the number of Indians; extremes of wealth and status (caste system); range of crafts and occupations; poor roads hampering commerce; Babur's mainly negative impressions of the people and the lack of sophistication/manners.</i>
<b>Level 2 (4–6 marks)</b>	
Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1).	<i>Use of conceptual understanding to organise the response might in this case involve separating descriptions of the land and the people or distinguishing between Babur's impressions and accounts from what other sources may describe.</i>
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).	
<b>Level 1 (1–3 marks)</b>	
Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1).	<i>Answers may show understanding of second order concepts such as similarity and difference within situations (eg between castes or cities and countryside) or cause and consequence (e.g. why Mughals invaded and the immediate impact of this).</i>
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).	<i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i>
<b>0 marks</b>	
No response or no response worthy of credit.	<i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>

Question 3 – 10 marks	
Why do you think history books pay so much attention to Nur Jahan, the wife of Emperor Jahangir? Explain your answer.	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 5 (9–10 marks)</b> 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).	<i>Explanations could consider: The weakness of Jahangir; her influence on policy e.g. trade, coinage, court appointments, her influence on the arts, architecture and charity; the divisiveness of her influence and the split with her stepson Shah Jahan. Also, the unexpectedness of her story – she was one of many wives of Jahangir; her bravery e.g. hunting tigers.</i>  <i>Explanations are most likely to show understanding of the second order concept of significance, causation and consequence but reward appropriate understanding of any other second order concept.</i>
<b>Level 4 (7–8 marks)</b> 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).	
<b>Level 3 (5–6 marks)</b> 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).	
<b>Level 2 (3–4 marks)</b> 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).	
<b>Level 1 (1–2 marks)</b> 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).	
<b>0 marks</b>  No response or no response worthy of credit.	

<b>Question 4* – 18 marks</b>	
<b>How far do you agree that the Emperor Akbar deserves to be known as ‘Akbar the Great’? Give reasons for your answer.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 6 (16–18 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must at least consider the generally accepted grounds for Akbar’s greatness even if the response goes on to argue that there are reasons for denying his greatness.</i>
<b>Level 5 (13–15 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers are most likely to show understanding of the second order concepts of significance, consequence and diversity (similarity/difference) but reward appropriate understanding of any other second order concept.</i>
<b>Level 4 (10–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	<i>Grounds for agreeing include: Akbar’s military organisation and successes; expansion of Mughal lands; development of the taxation system; development of trade; religious toleration and attempt to introduce a “new religion”; ending taxes on Hindus; social reforms; building of Fatephur Sikri.</i>
<b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	<i>Grounds for disagreeing include: Owed much to Bairam Khan, protector in early part of reign; illiterate all through life; Akbar’s toleration is seen by some as being exaggerated; abandoning of Fatephur Sikri; far less authority in his old age; failure to ensure continued stability.</i>
<b>Level 2 (4–6 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	<i>If the response bases the judgement on 21<sup>st</sup> century western morality alone, it cannot be at Level 5 as that level should involve a judgement more in line with a historian’s sense of context. Answers that</i>

<p><b>Level 1 (1–3 marks)</b></p> <p>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).</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	<p><i>criticise Akbar on moral grounds but acknowledge that it was different in his day may reach Level 5.</i></p>
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

<p><b>Question 5* – 18 marks</b></p> <p><b>“When the Emperor Aurangzeb died in 1707, the Mughal Empire was stronger than it had ever been”. How far do you agree with this statement? Give reasons for your answer.</b></p> <p><b>Target: Analysis of a given view requiring a substantiated argument and judgement.</b></p>	
<p><b>Levels</b></p> <p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 6 (16–18 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).</p> <p>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).</p> <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT in this case, answers must show knowledge of the way in which the Mughal Empire was at or near its greatest extent in 1707 in order to reach Level 4 or 5 as this knowledge is essential when forming a judgement.</i></p>
<p><b>Level 5 (13–15 marks)</b></p> <p>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).</p> <p><i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers are most likely to show understanding of the second order concepts of change and continuity or causation and consequence but reward appropriate understanding of any other second order concept.</i></p>
<p><b>Level 4 (10–12 marks)</b></p> <p>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).</p> <p><i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Grounds for agreeing include: The extent of the empire in 1707; wars fought to achieve that extent; reputation of Mughals.</i></p>
<p><b>Level 3 (7–9 marks)</b></p> <p>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).</p> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><i>Grounds for disagreeing include: The over-extension of Mughal power by Aurangzeb; over-centralisation of government that could not cope and lost goodwill of local rulers; internal weaknesses and loss of goodwill caused by religious policies; failure to secure a stable succession.</i></p>

<p><b>Level 2 (4–6 marks)</b></p> <p>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).</p> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p><b>Level 1 (1–3 marks)</b></p> <p>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).</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

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

<p><b>Question 6 – 7 Marks</b>  <b>What can Source A tell us about the way the Spanish treated the Aztecs after conquering Mexico in 1521? Use the source and your own knowledge to support your answer.</b></p>	
<p><b>Levels</b></p> <p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 2 marks</b></p> <p><b>AO3</b> Analyse sources (contemporary to the period). <b>Maximum 5 marks</b></p> <p><b>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.</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 3 (6–7 marks)</b></p> <p>The response shows knowledge and understanding of relevant key features and characteristics (AO1).</p> <p>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).</p>	<p><i>Valid features that answers could identify include: Spaniards treated Indians badly; government officials actively took part in the abuse; the president of Royal Court refused to act; desire for gold was one of the motives. There was still gold to be gathered; the land was governed by a Royal Court responsible to the emperor; some care was taken for the Indians otherwise bishop would not have his role; problem may have been widespread if a special role was created to protect Indians.</i></p> <p><i>Examples of relevant additional characteristic features shown at levels 2 or 3 could include: Any valid knowledge of the way New Spain was ruled especially Encomienda system; other atrocities and damage done to Aztecs and their lands from the start of Spanish rule, including selling Indians into slavery or overworking them.</i></p>
<p><b>Level 2 (3–5 marks)</b></p> <p>The response shows knowledge and understanding of relevant key features and characteristics (AO1).</p> <p>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).</p>	<p><i>There is no requirement to mention limitations but examples of limitations include: How typical were these abuses? Does the bishop have a reason for exaggerating them? Some may know that the Bishop was a supporter of Cortés whose rivals were in charge of the Royal Court when these abuses were taking place.</i></p>
<p><b>Level 1 (1–2 marks)</b></p> <p>The response shows knowledge of features and characteristics (AO1).</p> <p>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).</p>	<p><i>No reward can be given for raising concerns over the limitations of the source unless this is explicitly used to help to say what the source “can tell us” in relation to the focus of the question.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

Question 7 – 15 marks	
<p><b>How useful are Sources B and C and Interpretation D for a historian studying the Aztec emperor, Moctezuma? In your answer, refer to the two sources and interpretation as well as your own knowledge.</b></p>	
Levels	Notes and guidance specific to the question set
<p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b></p> <p><b>AO3</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. <b>Maximum 5 marks</b></p> <p><b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 5 marks</b></p> <p><b>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.</b></p>	
<p><b>Level 5 (13–15 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>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).</p> <p>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).</p>	<p><i>Analysis of the source and interpretations could identify features such as: B describes Moctezuma's physique and aspects of personality. C Gifts were sent from Moctezuma to Spanish Emperor so implies he saw himself as equal or similar; feathers, shields, gems, shoes etc. all suggest high wealth and status and therefore power; D is broadly consistent with B and C tells us that Spanish painter showed Moctezuma as a striking, powerful figure. Inferences e.g. about power are likely to indicate a Level 2 or 3 response.</i></p> <p><i>Understanding of appropriate characteristic features could include: knowledge of other images of Moctezuma and other nobles / warriors to corroborate these; value of e.g. feathers in Aztec society; Moctezuma's actual authority over his empire and tribute systems.</i></p>
<p><b>Level 4 (10–12 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>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).</p> <p>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).</p>	<p><i>Limitations that may affect usefulness include the fact that B was recalled from memory many years later; D painted by an unknown artist so we can't find out what his sources were; very unlikely to have seen Moctezuma.</i></p> <p><i>No reward can be given for raising concerns over the limitations unless this is explicitly used to help to say how it affects usefulness for the context given. Evaluation of usefulness may also involve making valid substantiated</i></p>



<p><b>Level 3 (7–9 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).</p> <p>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).</p> <p>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).</p>	<p><i>suggestions of other lines of enquiry for which the collection may be useful, but the focus given in the question must also be addressed.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
<p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1).</p> <p>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).</p> <p>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).</p>	
<p><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1).</p> <p>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)</p> <p>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)</p> <p>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</p>	
<p><b>.0 marks</b> No response or no response worthy of credit.</p>	

Question 8* – 18 marks	
<b>“More than anything else, it was the support given by Native American people which led to Cortés’ victory over the Aztecs”. How far do you agree with this view?</b>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b></p>	
<p><b>Level 6 (16–18 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).</p> <p>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. To reach Levels 4 and 5, this must involve considering aspects beyond the one in the question i.e. “support from Native Americans” AND at least one other factor in the sort of depth/clarity required by the level.</i></p>
<p><b>Level 5 (13–15 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers are most likely to show understanding of the second order concepts of causation (reasons for any support for Spaniards) and similarity/difference (diversity within Aztec empire) but reward appropriate understanding of any other second order concept.</i></p>
<p><b>Level 4 (10–12 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Grounds for agreeing include: the aid and welcome given to the Spanish in their first days on the mainland; the interpreter role and influence of Malinche; most of all, the alliance with the Tlaxcalans and Cortés’ ability to keep it alive after the Night of Tears.</i></p>
<p><b>Level 3 (7–9 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><i>Grounds for disagreeing may include: Spanish ruthlessness; Spanish weaponry and horses; early impact of disease on Aztecs; internal weaknesses in the Aztecs including Moctezuma’s leadership and the possibility that prophecies allowed the Spanish to gain a foothold; failure of Aztecs to cut off Cortés’ escape from the city.</i></p>
<p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	

<p><b>Level 1 (1–3 marks)</b></p> <p>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).</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

Question 9* – 18 marks	
“Aztec civilisation was harsh, brutal and unattractive”. How far do you agree with this view?	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b></p>	
<p><b>Level 6 (16–18 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).</p> <p>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of similarity / difference (diversity of Aztec activity and achievement) and causation (reasons for Aztec behaviour and custom) but reward appropriate understanding of any other second order concept.</i></p>
<p><b>Level 5 (13–15 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Grounds for agreeing include: the harshness of the tribute system and fearfulness/brutality of Aztec religion especially human sacrifice; the way this led to regular punitive raids on dependencies with little excuse to gain necessary prisoners for sacrifice; Other customs involving death penalties.</i></p>
<p><b>Level 4 (10–12 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Grounds for disagreeing include: Aztec aesthetic achievements in working in precious metals, feathers, jewels and images etc. The size and complexity of Tenochtitlan. Some may also argue that judgements about harshness etc. are all relative and that the Spanish themselves showed considerable brutality in their conquests. When making this point or supporting arguments about Aztec art, the evidence must go beyond that available in Questions 1 and 2.</i></p>
<p><b>Level 3 (7–9 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
<p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	

<p><b>Level 1 (1–3 marks)</b></p> <p>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).</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

## Assessment Objectives (AO) grid

## Section A

Question	AO1	AO2	AO3	AO4	Marks
1 (a–c)	3				3
2	6	3			9
3	5	5			10
4/5	6	12			18
<b>Total</b>	<b>20</b>	<b>20</b>			<b>40</b>

## Section B

Question	AO1	AO2	AO3	AO4	Marks
6	2	0	5		7
7	5	0	5	5	15
8/9	6	12			18
<b>Total</b>	<b>13</b>	<b>12</b>	<b>10</b>	<b>5</b>	<b>40</b>

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