



Oxford Cambridge and RSA

GCE

History A

Y204/01: Non-British period study: Genghis Khan and the explosion from the Steppes c.1167-1405

A Level

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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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 **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

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 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 scoris 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.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

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

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

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

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

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

Longer Answer Questions (requiring a developed response)

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

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add 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 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: Not applicable in F501
 - 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

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View

12. Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1 (a)	<p>Which of the following had a greater impact as ruler</p> <p>(i) Ghazan (ii) Uzbeg</p> <p>Explain your answer with reference to (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with Ghazan answers might consider the impact of his conversion to Islam, which led to the building of mosques, an emphasis on Islamic law and the Hajj. • His conversion marked a turning point for the dominant religion of Mongols in Western Asia • He made diplomatic contacts with the West/Europe • He standardised the currency and reformed fiscal policy • He attempted to defeat the Mamluks • He brought some stability following Arghun's rebellion <ul style="list-style-type: none"> • In dealing with Uzbeg answers might consider that he was the longest reigning khan of the Golden Horde and it saw the height of Mongul rule • He adopted Islam as the state religion and spread it among the Golden Horde and it allowed him to eliminate inter-factional struggles • The scale of military campaigns that took him 	10	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

		<p>into Europe with wars against the Bulgars and Byzantine Empire.</p> <ul style="list-style-type: none">• He developed relationships with Russian princes• He was a great patron of the arts, built new cities and brought prosperity for officials, merchants and artisans• Conflict with Il-khanate resumed and there were commercial disputes with Genoa		
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Question	Answer	Mark	Guidance
1	<p data-bbox="331 204 1014 236">(b)*</p> <p data-bbox="331 268 1014 300">Assess Khubilai Khan's limitations as khagan.</p> <p data-bbox="331 331 1014 371">In arguing that the most important limitation was the nature of Khubilai's rule, answers might consider:</p> <ul data-bbox="383 411 1014 890" style="list-style-type: none"> • The personal nature of his rule. • The sedentary nature of his rule. • The use made of patronage, which was limited in its scope as he feared giving too much authority to his Chinese advisers • The barbarism of his rule • His use of 'foreign' administrators which created resentment • The nature of his controversial election, which added to disunity. • He feared that many officials, who were Chinese, might be disloyal and corrupt therefore delegated more power to the Censorate <p data-bbox="331 930 1014 970">In arguing that other factors were more important, answers might consider:</p> <ul data-bbox="383 1010 1014 1415" style="list-style-type: none"> • The animosity and inflation caused by public works schemes • The failure of military campaigns, such as the invasion of Japan and Java • The corruption of local officials and administration • His rule was limited to China and Mongolia • The problems of internal unrest • The financial problems, often caused by military campaigns • The decline of the dynasty towards the end of 	20	<p data-bbox="1164 204 2038 268">The indicative content lists features of the period studied that relate to the question set.</p> <p data-bbox="1164 276 2038 339"><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p data-bbox="1164 347 2038 443">The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul data-bbox="1164 483 2038 930" style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on reasons for the growth of tension but at Level 4 may simply list a range of factors. • At Level 5 there will be judgement as to relative significance of a range of factors. • At higher levels candidates might establish criteria against which to judge achievement. • To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme.

		<p>his rule</p> <ul style="list-style-type: none"> • Many Mongols were not assimilated into Chinese life • The issue of his legitimacy. • He was greatly influenced by China 		
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Question	Answer	Mark	Guidance
2 (a)	<p>Which of the following had the greater impact on the West in the period to 1405?</p> <p>(i) Western travellers to the East (ii) Bubonic plague</p> <p>Explain your answer with reference to (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with Western travellers to the East answers might consider the impact of the journeys of Marco Polo • It meant that merchants were able to bring back luxury goods from Persia and China. • The Venetians and Genoese traded with the Mongols until the mid Fourteenth century when unrest developed • Many did not believe the description of Marco Polo's journeys • Marco Polo's journeys stimulated European adventurers to seek seaborne routes to east and South East Asia <p>• In dealing with the Bubonic plague answers</p>	10	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

		<p>might consider that the plague killed about thirty per cent of Europe's population</p> <ul style="list-style-type: none"> • It brought about an end to trade with the Golden Horde, which was already in decline • It had a social and economic impact on Europe. • Trade with the East declined • Impact on towns greater than that of the countryside • It led to persecutions, notably of the Jews who were often blamed for it • It had an impact on culture and medicine • It had an impact on religion, with many seeing as punishment for sins 		
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Question	Answer	Mark	Guidance
2	<p>(b)*</p> <p>Assess the strengths and weaknesses of Mongol rule in the period to 1264</p> <p>In considering the strengths of Mongul rule, answers might consider:</p> <ul style="list-style-type: none"> • The military organization on which Mogul rule was based, with the ordu, training, decimal system, the keshi, size of the mongul armies, couriers and signals, light cavalry and mobility. • Mongul leadership, particularly that of Genghis Khan and the Great Khans. • The logistical planning of campaigns. • The military tactics of the Mongols. • The spiritual significance attached to Genghis' title and that it was his destiny to rule the world • The continued expansion of Mongol rule 	20	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on reasons for the destruction of Native American societies but at Level 4 may simply list a range of reasons • At Level 5 there will be judgement as to the relative significance of a range of reasons. • At higher levels candidates might establish criteria against which to judge achievement. • To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions.

		<p>provided wealth for troops</p> <ul style="list-style-type: none"> • The Mongols were held in fear by the conquered states and the west <p>In considering the weaknesses of Mongol rule , answers might consider:</p> <ul style="list-style-type: none"> • The limitations of military organisation following invasion • The impact of the death of Mongke Khan which led to infighting between members of the Tolui family • The civil war and disunity that was apparent by 1264 • The dependence on the personality of Genghis to maintain unity and how he had struggled to maintain it • The Mongols inability to sustain military campaigns everywhere. • The divisions created by the establishment of four separate khanates. • The size of the empire and the problems it created 		<ul style="list-style-type: none"> • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme.
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APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
Level 5 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
Level 4 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
Level 3 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
Level 2 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
Level 1 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]
Level 6 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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