

Sample assessment materials for first
teaching September 2016

Paper 2: **Period study** and British
depth study
(1HI0/2A, 2B, 2C and 2D)

Booklet P: Period study options

**Option P1: Spain and the 'New
World', c1490–c1555**

P1: Spain and the 'New World', c1490–c1555

Question		
1 (a)		Explain one consequence of the New Laws (1542). Target: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 2 marks. AO1: 2 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">• Simple or generalised comment is offered about a consequence. [AO2]• Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–4	<ul style="list-style-type: none">• Features of the period are analysed to explain a consequence. [AO2]• Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The New Laws strengthened royal control over the area by regulating the number of Indigenous peoples who could be forced into work by officials and landholders.
- The intention of the New Laws to abolish enslavement and end the encomienda system led to a revolt led by Gonzalo Pizarro.
- The opposition to the New Laws alarmed King Charles I and in 1545 he revoked the rule that the encomienda system would not be hereditary.

Question		
1 (b)		<p>Explain one consequence of the Spanish settlement in the Caribbean in the years 1496–1512.</p> <p>Target: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].</p> <p>AO2: 2 marks. AO1: 2 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • Simple or generalised comment is offered about a consequence. [AO2] • Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–4	<ul style="list-style-type: none"> • Features of the period are analysed to explain a consequence. [AO2] • Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • The Spanish brought diseases such as smallpox and measles with them and, since the Indigenous population had no immunity, many thousands died from the diseases. • Local tribes were enslaved and used as forced labour in the gold mines. As a result, their agriculture collapsed with nobody to work the fields, causing starvation. • The system of <i>encomienda</i> was developed: the Spanish Crown made it legal for colonists to demand tribute and forced labour from the Indigenous population. 		

Question		
2		<p>Write a narrative account analysing the key events of 1519–21 that led to the Aztec surrender.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Cortes's expedition (1519) • the capture of Tenochtitlan (1521) <p>You must also use information of your own.</p> </div> <p>Target: Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1]. AO2: 4 marks. AO1: 4 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2] • Limited knowledge and understanding of the events is shown. [AO1]
2	3–5	<ul style="list-style-type: none"> • A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1]
3	6–8	<ul style="list-style-type: none"> • A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1] <p><i>No access to Level 3 for answers which do not address three or more aspects of content.</i></p>

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- When Cortes met Montezuma in 1519, the Aztecs thought he was associated with their gods and treated the Spanish well, allowing them to influence Aztec affairs.
- Cortes held Montezuma as prisoner and acted against the Aztec nobles and religion, which angered the Aztecs and undermined the power of Montezuma. In 1520, the Spanish massacred many Aztecs, stimulating a revolt against the Spanish.
- When Cortes returned, the Spanish situation was desperate, but they managed to retreat, and Cortes persuaded his Tlaxcalan allies to stay with him; they formed an important element in the next stage of his war against the Aztecs.
- The Aztec capital, Tenochtitlan, was on a lake so Cortes built a fleet of boats with the Tlaxcalans' help and had a canal dug to enable his ships to reach the lake. The towns around the lake all surrendered, leaving Tenochtitlan isolated.
- The Aztecs were besieged and cut off from supplies and could not fight effectively against Cortes' force of about 250,000, equipped with cannon, guns and crossbows.
- The Spanish landed on the south island. They captured Tenochtitlan by fighting their way through the city over several days, forcing the starving Aztecs to surrender.

Question		
3		<p>Explain two of the following:</p> <ul style="list-style-type: none"> • The importance of the Treaty of Tordesillas (1494) for Spanish exploration. • The importance of Balboa's claim of authority over the Pacific (1513) for the expansion of the Spanish empire. • The importance of the capture of Atahualpa (1533) for the Spanish defeat of the Incas. <p>Target: Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 8 marks. AO1: 8 marks. NB mark each part of the answer separately (2 x 8 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • A simple or generalised answer is given, showing limited development and organisation of material. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	3–5	<ul style="list-style-type: none"> • An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]
3	6–8	<ul style="list-style-type: none"> • An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1a; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>The importance of the Treaty of Tordesillas (1494) for Spanish exploration</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • The treaty was after Columbus's first voyage and effectively recognised Spanish control over the Caribbean. • The treaty was intended to allow Spain and Portugal each to have a monopoly of exploration in different areas and therefore prevent conflict between them. • The treaty was important as it showed that Spain had ambitions to rival Portugal and gain new lands for trade and colonisation. • The treaty shifted the division agreed in 1493 to one which benefited Portugal, allowing Portuguese ships sailing around Africa to avoid unfavourable winds and tides but left the route westwards to America under Spanish control. 		

The importance of Balboa's claim of authority over the Pacific (1513) for the expansion of the Spanish empire

Relevant points may include:

- The Spanish had already claimed much land in the area, so this was an important way of safeguarding and increasing control.
- This was important because it challenged Portuguese claims to establish an empire in the Americas.
- The discovery and claim of authority over the Pacific was important because it was believed that lands in this area were even richer in gold than those already known and pearls were abundant in some areas.
- While exploring the area, Balboa accumulated a great treasure and sent one-fifth to Spain, which encouraged further exploration and conquest.

The importance of the capture of Atahualpa (1533) for the Spanish defeat of the Incas

Relevant points may include:

- When Atahualpa was taken prisoner, many of the Incas fled, which left the Spanish in control of the area.
- Atahualpa offered to ransom himself with gold, which was an important stage in halting the fighting – the collection of his ransom was important because it demonstrated the wealth available.
- Atahualpa cooperated with the Spanish to eliminate his family which removed any rivals for the throne and helped the Spanish to keep control.
- Atahualpa's death was important because it enabled the Spanish to replace him with Manco, who was a puppet king and unable to organise resistance.