

GCSE (9-1)

History B (Schools History Project)

J411/82: Aztecs and the Spanish Conquest 1519-1535

General Certificate of Secondary Education

Mark Scheme for June 2022

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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

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 **required number of** 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. 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. Annotations

Annotation	Meaning
 1	Level 1
 2	Level 2
 3	Level 3
 4	Level 4
 5	Level 5
 6	Level 6
	Noted but no credit given
	Not answered question
	Extendable horizontal wavy line

1. 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.

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
Aztecs and the Spanish Conquest, 1519–1535

Question 1 – 7 Marks What can Source A tell us about the first meetings between the Aztecs and the Spanish? 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).	<p><i>Valid features that answers could identify include:</i></p> <ul style="list-style-type: none"> • <i>Surface features (L1): The Aztecs thought the Spaniards (Cortes) were gods; Montezuma sent messengers to meet them; Montezuma was at first pleased to see them because he thought they were gods, Montezuma sent them gifts; the Spaniards were dressed in their fighting armour; Montezuma became afraid of the visitors; the Spaniards fired their guns; the Aztecs sprinkled blood on food for the Spaniards; the Spanish were upset by the sprinkling of blood; Montezuma wanted the Spaniards to be well looked after.</i> • <i>Inferences from content (L2): Montezuma was intimidated/ threatened by the visitors' power; he tried to appease them by sacrificing captives and offering them blood; the Aztecs were more afraid of the Spaniards than the Spaniards were afraid of them.</i> • <i>Inferences about the change in the Aztecs' responses/ reaction to the Spanish (L3): Moctezuma's order at the end shows how worried he was about the visitors compared to the giving of gifts at the beginning which was a statement of dominance.</i> <p><i>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 tone/ purpose and explaining how these are helpful to historians.</i></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>
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 1 – 7 marks What can Source A tell us about the first meetings between the Aztecs and the Spanish? Use the source and your own knowledge to support your answer.	
Guidance and indicative content	
Level 3 (6-7 marks)	<p>Explains what the source reveals about how the Spanish or Indians/Aztecs wanted to remember/ portray this event, e.g.</p> <ul style="list-style-type: none"> <i>The source tells us how the Spanish wanted to portray Cortes and the Spanish invaders as powerful and dominant during this first meeting. (6) The priest is careful to record that the Aztecs said ‘how strong the Spanish were’ and that ‘we are not their match’. (7)</i> <i>The source is revealing about how the Spanish wanted this event to be recorded. The priest is careful to make the Spanish sound impressive whilst the Aztecs come across as fearful and subdued. (6)</i> <p>NOTE: Valid inference with valid source support = 7 marks, no valid source support = 6 marks</p>
Level 2 (3-5 marks)	<p>Explains what source tells us about the first meetings between the Aztecs and the Spanish by using a valid inference from the content of source, e.g.</p> <ul style="list-style-type: none"> <i>It tells us how Moctezuma felt intimidated by the Spanish. The source said he ‘fainted’ and that he tried to appease them by sacrificing captives and offering them blood. He was clearly worried they were going to attack because his order at the end was to ‘take care of everything’ the Spanish needed. (5 marks)</i> <i>It tells us about how Moctezuma at first tried to make the Spanish feel inferior by giving gifts such a serpent mask and a feather head fan. (4 marks).</i> <i>The source tells us about the cultural differences between the two groups when they met. For example, the Spanish were ‘disgusted’ by the sprinkling of blood on their food. (4 marks)</i> <i>The source tells us how the Aztecs were trying to humiliate the Spanish and make them feel inferior. (3 marks)</i> <p>NOTE: Valid inference(s) with no relevant support from the source = 3 marks.</p>
Level 1 (1-2 marks)	<p>Lifts surface detail from source to address question, e.g.</p> <ul style="list-style-type: none"> <i>It tells us that Moctezuma thought that Cortes was an Aztec god.</i> <i>We can see that Moctezuma felt afraid when the Spanish arrived.</i> <i>We learn that Montezuma sent messengers to meet the Spanish and give them gifts.</i> <i>It tells us how the Spaniards were dressed in their fighting armour and fired their guns.</i> <p>Alternatively, makes valid but general assertion(s), e.g. <i>The source tells us that the Spanish and the Aztecs learned new things about each other.</i></p>

0 marks	0 marks No response or no response worthy of credit.
Question 2 - 15 marks How useful are Interpretation B and Sources C and D for a historian studying the conflict between the Spanish and the Aztecs between 1519 and 1521? In your answer, refer to the interpretation and the two sources as well as your own knowledge.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 5 marks Please note that while the descriptors for AO3 and AO4 are given separately in the levels, the analysis and evaluation of sources and interpretations may be combined in responses.	Notes and guidance specific to the question set
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	<p><i>Analysis of the source and interpretations could identify features such as:</i></p> <ul style="list-style-type: none"> <i>Surface features of sources (L2): e.g. B is useful for telling us that the Spaniards had had to retreat from Tenochtitlan; B is useful for telling us how the Spaniards built a fleet of flat-bottomed boats; C is useful because it describes a plan to make a rapid advance into the city and to establish camps there; D is useful for telling us about epidemics and hunger among the Aztecs; D is useful for telling us about peculiar happenings in the sky.</i> <i>Inferences from content of sources (L3–5) such as: B is useful for giving us reasons the Aztecs were defeated, e.g. local peoples allying with the Spaniards against the Aztecs, smallpox weakening the Aztecs, the Spaniards had better technology and the blockading of the city using boats built by the Spaniards; C is useful because it shows why the Spanish found it difficult to defeat the Aztecs and take Tenochtitlan; C suggests that a crucial development was Cortes' decision to change his tactics; D also suggests the Smallpox epidemic was important to the Aztecs' defeat; D suggests the Aztecs interpreted events as supernatural.</i> <p><i>Understanding of appropriate characteristic features could include knowledge of: alliances between the Spaniards and Indians; the importance of the part played by the brigantines;</i></p>
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	

<p>ideas reaching a supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<p><i>details of the siege ie the difficulty of attacking along the causeways and the Aztec tactic of cutting creating ditches across the causeways; Spanish attempts to cut off the water supply and the effects of the siege; the omens the Aztecs had received earlier – similar to the happenings described in D.</i></p>
<p>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).</p>	<ul style="list-style-type: none"> • <i>Less well developed comments will probably include –</i> • <i>(L3) Comments which support or challenge the evidence presented in sources with candidates' own knowledge, rendering sources more or less useful in terms of typicality or reliability. Candidates may show how the sources/interpretation agree and/or disagree with each other.</i> • <i>(L2) Undeveloped comments on how provenance of sources make them reliable/unreliable and therefore useful/not useful, eg C is by a soldier who was actually there so is useful, etc.</i>
<p>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</p>	<p><i>Candidates should not be rewarded above Level 1 for simply saying what is 'missing' from the sources. 'ie Not useful because it has no information about ...'</i></p>
<p>.0 marks No response or no response worthy of credit.</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 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>

Question 2 – 15 marks How useful are Interpretation B and Sources C and D for a historian studying the conflict between the Spanish and the Aztecs between 1519 and 1521? In your answer, refer to the interpretation and the two sources as well as your own knowledge.	
Guidance and indicative content	
Level 5 (13-15 marks)	<p>Supported inferences (support from sources) from <u>content</u> of <u>two</u> of B, C or D to explain why at they are useful as evidence about the conflict between the Spanish and the Aztecs between 1519 and 1521 (i.e. 2 x L4), e.g.</p> <p><i>Interpretation B is useful for giving us the reasons the Aztecs were defeated. For example, it mentions how the local people had allied with the Spaniards against the Aztecs and that smallpox had ‘swept through Tenochtitlan for sixty days’, which weakened the Aztecs. It also says that the Spanish ‘technological superiority’ allowed them to build the brigantines which meant they could blockade the city.</i></p> <p><i>I also think Source D is very useful because it shows us how the Aztecs recorded events. It suggests the Aztecs interpreted events during the siege of Tenochtitlan as supernatural, describing how ‘a blood-coloured fire seemed to come from the sky ... like a whirlwind.’ This implies they tried to explain the defeat in terms of their own beliefs rather than giving credit to the Spanish. [15]</i></p>
Level 4 (10-12 marks)	<p>Supported inference(s) (support from source) from <u>content</u> of <u>one</u> of B, C or D to explain why it is useful as evidence about the conflict between the Spanish and the Aztecs between 1519 and 1521, e.g.</p> <ul style="list-style-type: none"> <i>Interpretation B is useful for giving us the reasons the Aztecs were defeated. For example, it mentions how the local people had allied with the Spaniards against the Aztecs and that smallpox had ‘swept through Tenochtitlan for sixty days’, weakening the Aztecs.</i> <i>Source C is useful because it shows why the Spanish found it difficult to defeat the Aztecs and take Tenochtitlan. It describes how ‘each night’ the Aztecs kept cutting ditches across the causeways to Tenochtitlan, meaning ‘the fighting and filling was very hard labour’ for the Spanish.</i> <i>Source D suggests the Aztecs interpreted events during the siege of Tenochtitlan as supernatural, describing how ‘a blood-coloured fire seemed to come from the sky ... like a whirlwind.’ This implies they tried to explain the defeat in terms of their own beliefs rather than giving credit to the Spanish.</i>
Level 3 (7-9 marks)	<p>Valid but unsupported inference(s) from content to explain why one or more of B, C, D are useful as evidence about the conflict between the Spanish and the Aztecs between 1519 and 1521, e.g.</p> <ul style="list-style-type: none"> <i>Source D is useful because it suggests the Smallpox epidemic was important to the Aztecs’ defeat.</i> <i>Source C is useful for showing that that a crucial turning point was Cortes’ decision to change his tactics.</i> <p>Alternatively, uses specific contextual knowledge (or purpose of C) to argue that one or more of B, C or D are useful or not useful because they are (un)reliable, e.g.</p> <ul style="list-style-type: none"> <i>Interpretation B tells us that local people allied with the Spaniards against the Aztecs. This is useful because it is accurate – for example, the days after the Spanish retreat from Tenochtitlan, the city of Texcoco surrendered to the Spanish and Cortes was able to use this as a base.</i> <i>I don’t think Source C is useful because I don’t trust it. It’s propaganda, trying to convince people that Cortes’ actions were clever and brave.</i>

Level 2 (4–6 marks)	<p>Uses surface features or extracts to argue source(s) are useful about the conflict between the Spanish and the Aztecs between 1519 and 1521, e.g.</p> <ul style="list-style-type: none"> • <i>B is useful for telling us how the Spaniards built a fleet of flat-bottomed boats. (4)</i> • <i>D is useful for telling us about epidemics and hunger among the Aztecs which greatly weakened their warriors. It also tells us there were strange things going on in the sky. (5)</i> • <i>B is useful for telling us that the Spaniards were able to come back from their retreat from Tenochtitlan. C is useful because it describes a plan to make a rapid advance into the city and to establish camps there. (6)</i> <p>Alternatively, argues useful or not useful on the basis of undeveloped provenance, e.g.</p> <ul style="list-style-type: none"> • <i>C is by a soldier who was actually there so is useful. (4)</i> • <i>C is just trying to defend Cortes' actions so it is not useful. (4)</i> • <i>B is by a historian who has done lots of research and isn't biased so it's more useful. (4)</i> • <i>D is useful because the Florentine Codex gives us the Aztec point of view of events. (4)</i> <p>NOTE: undeveloped provenance – limit to 4 marks</p>
Level 1 (1–3 marks)	<p>Valid but general assertion(s) and/or descriptions of the sources e.g.</p> <ul style="list-style-type: none"> • <i>Interpretation C talks about the siege of Tenochtitlan and I know that did happen.</i> • <i>Source C is useful because it tells us about a siege. D gives details about what it looked like at Tenochtitlan.</i> <p>Alternatively, argues not useful because of what information the source(s) do not contain, e.g.</p> <p><i>Source C is not very useful. It's about the siege of Tenochtitlan but it doesn't actually tell us everything that happened. I know that ...</i></p>
0 marks	

Question 3* – 18 marks How far do you agree that it was the rule of elites that enabled the Aztecs to control their empire?	
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. Max 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). <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. To reach Levels 5 and 6, this must involve considering aspects beyond the one in the question i.e. the importance of the role of elites in maintaining control AND the alternative argument that there were other important factors such as warfare and violence, and religion in the in the sort of depth/clarity required by the level.</i> <i>Answers are most likely to show understanding of the second order concepts of causation, consequence and significance (the relative importance of various factors allowing the Aztecs to control their empire) but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include: there were nobles across the whole of the empire and they were responsible for control in their lands, the elite families were linked to each other through marriage creating a web of power and allegiance across the empire that united the empire; local elites of conquered city states simply transferred their loyalty to the Aztecs and became part of the control mechanism; tributes helped bolster the power of the Emperor and the nobles and kept the empire together.</i> <i>Grounds for disagreeing may include: the army was used to control nearby provinces and to put down rebellions, the use of extreme violence in putting down rebellions; the importance of elite fighters; the use and role of strategic provinces in protecting the empire; religious rituals and festivals helped to unite the empire (e.g. human sacrifice of conquered to Aztec gods); capturing of gods of conquered enemies; religion helped to reinforce the power of the nobles; close connection between warfare and religion.</i>
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). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
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). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
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). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
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). <i>There is a line of reasoning which has some relevance and which is presented with limited structure</i>	
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). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	

Question 3* – 18 marks	
How far do you agree that it was the rule of elites that enabled the Aztecs to control their empire?	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument, two valid supporting examples each side (or three on one side and one on the other). Clinching argument = 18 marks , e.g.</p> <p><i>The rule of the elites was very important in the Aztec control of the empire. The system of paying tribute meant that all nobles benefited from being part of the Aztec empire and nobles across the empire interacted with each other and close bonds were created as they went to each other's feast and celebrations. These ties were reinforced by the culture of giving and receiving gifts and through marriage between noble families. This meant that there were bonds of loyalty between elite groups and this helped to unite the empire under Aztec rule.</i></p> <p><i>Linked to this, the Aztecs also did not impose too much central control on their provinces. They did not station troops there or build forts. They did not replace local rulers with an Aztec governor and so the local elites were usually free to maintain control over their own lands and local government. This loose system of control meant that provinces were less likely to rebel against the Aztecs because their way of life and local customs remained unchanged.</i></p> <p><i>However, the Aztecs' army was also vital in controlling provinces and putting down rebellions. Often they used extreme violence such as slaughters and the enslavement of women and children. For example, in one city state which rebelled during the rule of Moctezuma, the Aztecs executed everyone over the age of 50. So it was also the threat of brutal retaliation if people rebelled which enabled the Aztecs to control the empire because local people would be too terrified to defy them.</i></p> <p><i>Finally, I think that religious rituals and festivals also played a role in helping the Aztecs to control their empire. For example, the Aztecs used human sacrifice was a way of thanking their gods. Often the rulers of both allied and enemy city states were required to attend large-scale ceremonies at Templo Mayor to witness the sacrifices of captured warriors. This was a means of control because Aztec warriors had religious motivation for defeating their enemies. Sacrifice also served as a warning to their neighbours about the consequences of resistance.</i></p> <p><i>Overall, I think all methods were linked to each other and reliant on each other. The local elites were vital in creating a united empire, but the Aztecs were only able to rely on them as a result of their loyalty, which was secured though both the benefits of being part of the empire (like tributes) and the knowledge of what would happen if they resisted (violence).</i></p>
Level 5 (13-15 marks)	<p>Balanced argument supported by three valid supporting examples (i.e. two on one side and one on the other), e.g.</p> <p><i>The rule of the elites was very important in the Aztec control of the empire. The system of paying tribute meant that all nobles benefitted from being part of the Aztec empire and nobles across the empire interacted with each other and close bonds were created as they went to each other's feast and celebrations. These ties were reinforced by the culture of giving and receiving gifts and through marriage between noble families. This meant that there were bonds of loyalty between elite groups and this helped to unite the empire under Aztec rule.</i></p> <p><i>However, the Aztecs' army was also vital in controlling provinces and putting down rebellions. Often they used extreme violence such as slaughters and the enslavement of women and children. For example, in one city state which rebelled during the rule of Moctezuma, the Aztecs executed everyone over the age of 50. So it was also the threat of brutal retaliation if people rebelled which enabled the Aztecs to control the empire because local people would be too terrified to defy them.</i></p> <p><i>Finally, I think that religious rituals and festivals also played a role in helping the Aztecs to control their empire. For example, the Aztecs used human sacrifice was a way of thanking their gods. Often the rulers of both allied and enemy city states were required to attend large-scale ceremonies at Templo Mayor to witness the sacrifices of captured warriors. This was a means of control because Aztec warriors had religious motivation for defeating their enemies. Sacrifice also served as a warning to their neighbours about the consequences of resistance.</i></p>

Level 4 (10-12 marks)	<p>One sided argument, supported by two examples, e.g. <i>I agree. The rule of the elites was very important in the Aztec control of the empire. The system of paying tribute meant that all nobles benefitted from being part of the Aztec empire and nobles across the empire interacted with each other and close bonds were created as they went to each other's feast and celebrations. These ties were reinforced by the culture of giving and receiving gifts and through marriage between noble families. This meant that there were bonds of loyalty between elite groups and this helped to unite the empire under Aztec rule.</i></p> <p><i>Linked to this, the Aztecs also did not impose too much central control on their provinces. They did not station troops there or build forts. They did not replace local rulers with an Aztec governor and so the local elites were usually free to maintain control over their own lands and local government. This loose system of control meant that provinces were less likely to rebel against the Aztecs because their way of life and local customs remained unchanged.</i></p> <p>Alternatively, a balanced argument, supported by one example on each side, e.g. <i>The rule of the elites was very important in the Aztec control of the empire. The system of paying tribute meant that all nobles benefitted from being part of the Aztec empire and nobles across the empire interacted with each other and close bonds were created as they went to each other's feast and celebrations. These ties were reinforced by the culture of giving and receiving gifts and through marriage between noble families. This meant that there were bonds of loyalty between elite groups and this helped to unite the empire under Aztec rule.</i></p> <p><i>However, the Aztecs' army was also vital in controlling provinces and putting down rebellions. Often they used extreme violence such as slaughters and the enslavement of women and children. For example, in one city state which rebelled during the rule of Moctezuma, the Aztecs executed everyone over the age of 50. So it was also the threat of brutal retaliation if people rebelled which enabled the Aztecs to control the empire because local people would be too terrified to defy them.</i></p>
Level 3 (7-9 marks)	<p>One sided argument, supported by one example, e.g. <i>I agree. The rule of the elites was very important in the Aztec control of the empire. The system of paying tribute meant that all nobles benefitted from being part of the Aztec empire and nobles across the empire interacted with each other and close bonds were created as they went to each other's feast and celebrations. These ties were reinforced by the culture of giving and receiving gifts and through marriage between noble families. This meant that there were bonds of loyalty between elite groups and this helped to unite the empire under Aztec rule.</i></p>
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge without full explanation, e.g.</p> <ul style="list-style-type: none"> • <i>Yes, I agree because local elites felt allegiance to the Aztecs.</i> • <i>No, I disagree because there were other more important reasons like their military skills and the violence they used.</i> <p>Alternatively, description of elites/ tributary and strategic provinces/ warfare/ religion etc. without explaining how this helped the Aztecs control the empire, e.g.</p> <ul style="list-style-type: none"> • <i>The Aztecs had tributary and strategic provinces. Strategic provinces were not required to pay tribute in the same way as tributary provinces.</i> • <i>The Aztecs army was highly structured and warriors moved through the ranks according to the number of enemies they captured.</i> • <i>Elites in the Aztec empire needed luxury goods and hosted elaborate celebrations and feasts. They exchanged lavish gifts with other nobles.</i>
Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g. <i>Yes, the Aztecs were able to keep control because the elites were very powerful.</i></p>
0 marks	

Question 4* – 18 marks 'After the conquest of the Aztecs, the most important impact of the Spaniards in Mexico was their impact on the land.' How far do you agree?	
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 <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 5 and 6, this must involve considering aspects beyond the one in the question i.e. the importance of the impact on the land AND the alternative argument about the importance of other impact(s) in the sort of depth/clarity required by the level.</i> <i>Answers are most likely to show understanding of the second order concepts of significance (the relative importance of different impacts), consequence (the results of actions), but reward appropriate understanding of any other second order concept. Grounds for agreeing include: introduction of sheep and cattle grazing, deforestation, erosion, water shortages and creation of desert. Grounds for disagreeing include importance of impact of: disease, creation of mestizos, the Church, the encomienda system.</i>
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). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	
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). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
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). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
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). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
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). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
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). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	

Question 4* – 18 marks	
'After the conquest of the Aztecs, the most important impact of the Spaniards in Mexico was their impact on the land.' How far do you agree?	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument, two valid supporting examples each side (or three on one side and one on the other). Clinching argument = 18 marks , e.g.</p> <p><i>The Spanish had an important impact on the land in Mexico. Firstly, the Spanish did not maintain the Aztec water management systems of dams and channels at Lake Texcoco after they has been destroyed during the siege of Tenochtitlan. Mexico City was built over the top of Tenochtitlan and over time the lake was almost drained. This was an important impact because it led to parts of the Basin of Mexico becoming arid desert and causing water shortages which still affect Mexico City today.</i></p> <p><i>Additionally, the Spanish conquest had important environment impacts on the land in Mexico. This was partly because the colonists introduced large number of sheep and cattle which multiplied quickly and grazed on the vegetation. Trees were also cut down to feed the demand for wood, which led to soil erosion as there were fewer roots to bind the soil together. These activities meant that the landscape in parts of central Mexico became too dry to grow crops any more.</i></p> <p><i>Nevertheless, there were other very important impacts of the Conquest as well, such as on religion. The Spanish were Catholics and demanded that the Aztec people embraced Christianity. Aztec figures and temples were destroyed and replaced with crosses and images of the Virgin Mary. Franciscan friars arrived in Mexico and held mass baptisms as well as teaching literacy and Christianity. This was an important impact because the indigenous population became Catholic, and Christianity has since blended with local traditions.</i></p> <p><i>Furthermore, the Conquest transformed the population of Mexico. The numbers of Spanish settlers grew whilst the indigenous population declined as a result of diseases. The Spanish also began to bring West Africans to Mexico, both directly and from the Caribbean. They were enslaved and forced to work in industries such as mining and sugar processing. This was an important impact because marriages between all these different groups meant that over time, there was a multitude of different ethnicities in Mexico.</i></p> <p><i>Overall, I think that the cultural impacts were most important because the Aztecs' religion and customs could have carried on even in a different landscape, but the migration of different groups to the area as well as the deliberate destruction of the Aztec religion meant that the Aztec people lost their traditional identity.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument supported by three valid supporting examples (i.e. two on one side and one on the other), e.g.</p> <p><i>The Spanish conquest had important environment impacts on the land in Mexico. This was partly because the colonists introduced large number of sheep and cattle which multiplied quickly and grazed on the vegetation. Trees were also cut down to feed the demand for wood, which led to soil erosion as there were fewer roots to bind the soil together. These activities meant that the landscape in parts of central Mexico became too dry to grow crops any more.</i></p> <p><i>Nevertheless, there were other very important impacts of the Conquest as well, such as on religion. The Spanish were Catholics and demanded that the Aztec people embraced Christianity. Aztec figures and temples were destroyed and replaced with crosses and images of the Virgin Mary. Franciscan friars arrived in Mexico and held mass baptisms as well as teaching literacy and Christianity. This was an important impact because the indigenous population became Catholic, and Christianity has since blended with local traditions.</i></p> <p><i>Furthermore, the Conquest transformed the population of Mexico. The numbers of Spanish settlers grew whilst the indigenous population declined as a result of diseases. The Spanish also began to bring West Africans to Mexico, both directly and from the Caribbean. They were enslaved and forced to work in industries such as mining and sugar processing. This was an important impact because marriages between all these different groups meant that over time, there was a multitude of different ethnicities in Mexico.</i></p>

Level 4 (10-12 marks)	<p>One sided argument, supported by two examples, e.g. <i>I disagree because there were other very important impacts of the Conquest such as on religion. The Spanish were Catholics and demanded that the Aztec people embraced Christianity. Aztec figures and temples were destroyed and replaced with crosses and images of the Virgin Mary. Franciscan friars arrived in Mexico and held mass baptisms as well as teaching literacy and Christianity. This was an important impact because the indigenous population became Catholic, and Christianity has since blended with local traditions.</i></p> <p><i>Furthermore, the Conquest transformed the population of Mexico. The numbers of Spanish settlers grew whilst the indigenous population declined as a result of diseases. The Spanish also began to bring West Africans to Mexico, both directly and from the Caribbean. They were enslaved and forced to work in industries such as mining and sugar processing. This was an important impact because marriages between all these different groups meant that over time, there was a multitude of different ethnicities in Mexico.</i></p> <p>Alternatively, a balanced argument, supported by one example on each side, e.g. <i>The Spanish conquest had important environment impacts on the land in Mexico. This was partly because the colonists introduced large number of sheep and cattle which multiplied quickly and grazed on the vegetation. Trees were also cut down to feed the demand for wood, which led to soil erosion as there were fewer roots to bind the soil together. These activities meant that the landscape in parts of central Mexico became too dry to grow crops any more.</i></p> <p><i>Nevertheless, there were other very important impacts of the Conquest as well, such as on religion. The Spanish were Catholics and demanded that the Aztec people embraced Christianity. Aztec figures and temples were destroyed and replaced with crosses and images of the Virgin Mary. Franciscan friars arrived in Mexico and held mass baptisms as well as teaching literacy and Christianity. This was an important impact because the indigenous population became Catholic, and Christianity has since blended with local traditions.</i></p>
Level 3 (7-9 marks)	<p>One sided argument, supported by one example, e.g. <i>I disagree because there were other very important impacts of the Conquest such as on religion. The Spanish were Catholics and demanded that the Aztec people embraced Christianity. Aztec figures and temples were destroyed and replaced with crosses and images of the Virgin Mary. Franciscan friars arrived in Mexico and held mass baptisms as well as teaching literacy and Christianity. This was an important impact because the indigenous population became Catholic, and Christianity has since blended with local traditions.</i></p>
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge without full explanation, e.g.</p> <ul style="list-style-type: none"> • <i>Yes, I agree because the soil was eroded and much of it became desert.</i> • <i>No, I disagree because there were other more important impacts such as the conversion to Catholicism.</i> <p>Alternatively, description of the land/ <i>encomiendas</i> / religion etc. without explaining why this was an important impact, or without focusing on impact at all, e.g.</p> <ul style="list-style-type: none"> • <i>Cortes decided to distribute land using the encomienda system, whereby a group of indigenous people were allocated to a Spaniard who would oversee their religious conversion and welfare. They had to give him a share of the produce as well as labour services.</i> • <i>Franciscan friars arrived in Mexico. They were highly critical of the encomenderos and the colonial settlers. They thought they were corrupt.</i>
Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> • <i>Yes, there were big changes to the land which became dry.</i> • <i>No, religion was a bigger impact.</i>
0 marks	

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