

## **GCE**

### **History A**

**Y205/01:** Exploration, encounters and empire 1445-1570

Advanced GCE

## **Mark Scheme for November 2020**

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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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**Annotations**

Annotation	Meaning of annotation
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question

<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View

### Subject Specific Marking Instructions

Question	Answer	Marks	Guidance
1 (a)	<p><b>Which of the following results of the Spanish conquests had the greater impact on the indigenous peoples?</b></p> <p><b>(i) Changes to the social system</b></p> <p><b>(ii) The introduction of the Catholic religion</b></p> <p><b>Explain your answer with reference to both (i) <u>and</u> (ii).</b></p> <p><b>In dealing with the social system</b>, answers might explain that the Crown granted Indian villages to Spanish settlers (the <i>encomiendas</i>).</p> <ul style="list-style-type: none"> <li>• Answers might explain that the settlers were responsible for protecting the villagers and were obliged to provide religious instruction and education to the Indians.</li> <li>• Answers might explain that, in return, the villagers paid tribute (usually labour) to the settler. In effect, a feudal system was established.</li> <li>• Answers might explain how most settlers treated the Indians badly.</li> <li>• Answers might explain the importance of Spanish ideas of racial purity (<i>limpieza de sangre</i>)</li> <li>• Answers might explain how European Spaniards established a social hierarchy with themselves at the top.</li> <li>• Answers might explain how Spanish culture was imposed in buildings, places of learning and the arts.</li> </ul> <ul style="list-style-type: none"> <li>• <b>In dealing with the Catholic religion</b>, answers might explain how churches were founded (c. 250 in New Spain by 1570).</li> <li>• Answers might explain how the Catholic Church asserted power over indigenous people.</li> <li>• Answers might explain how missionary friars assumed a key role in the organisation of Indian villages.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to the question.</li> <li>• Answers may deal with each factor in turn then compare them to reach a judgement, or may take a continually comparative approach. Either approach is acceptable.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>Answers might argue that religious orders such as Jesuits, Dominicans and Franciscans regarded it as their duty to convert local people to the Catholic faith.</li> <li>Answers might explain how enlightened missionaries were concerned for the rights of Indians and the influence they had in the introduction of the New Laws (Las Casas).</li> <li>Answers might explain that the Catholic church lacked authority in the more remote areas such as Peru.</li> <li>Answers might explain that traditional religious practices were continued despite the efforts of the Spanish to eradicate them.</li> </ul>		
1 (b)*	<p><b>‘The economic impact of overseas empire on Europe before 1570 was more positive than negative.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li><b>In arguing that the impact was positive</b>, answers might argue that colonial markets stimulated shipbuilding and domestic industries.</li> <li>Answers might argue that resources from Empire formed the basis of ne industries such as sugar refining.</li> <li>Answers might argue that the volume of trade increased.</li> <li>Answers might argue that links to and from Empire led to the growth of towns especially Lisbon and Seville.</li> <li>Answers might see the beginning of the slave trade of importance, especially for the Portuguese.</li> <li>Answers might argue that silver from the New World was of great financial benefit to Spain in particular.</li> <li><b>In arguing that the impact was negative</b>, answers might argue that silver imports helped drive inflation and a reliance on silver which discouraged investment</li> <li>Answers might that colonial goods undercut home</li> </ul>	20	<ul style="list-style-type: none"> <li>No set answer is expected.</li> <li>At higher levels, candidates will focus on ‘how far’ but at Level 4 may simply list factors.</li> <li>At Level 5 and above, there will be judgements as to the relative merits of the points discussed.</li> <li>At higher levels, candidates might establish criteria against which to judge the importance of the economic impact of empire on Europe.</li> <li>To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>Knowledge must not be credited in isolation; it should only be credited where it is used to analyse and evaluate the sources, in line with descriptions in the levels mark scheme.</li> </ul>

	<p>industry.</p> <ul style="list-style-type: none"> <li>• Answers might argue that the concentration of colonial trade in coastal ports encouraged internal migration from the interior to the coast and the impoverishment of the interior.</li> <li>• Answers might explain how seasonal fairs declined.</li> <li>• Answers might argue that empire encouraged complacency and parasitical attitudes.</li> <li>• Answers might explain how the wealth of empire was more to the benefit of a few and how the gap between rich and poor was accentuated.</li> </ul>		
<b>2 (a)</b>	<p><b>Which of the following results of overseas conquests was of greater importance for the Spanish and Portuguese monarchies?</b></p> <p><b>(i) Political power</b> <b>(ii) Wealth</b></p> <p><b>Explain your answer with reference to both (i) <u>and</u> (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with political power</b>, answers might argue that the prestige of the monarchies of Spain and Portugal were enhanced.</li> <li>• Answers might argue that royal authority was extended over millions more subjects.</li> <li>• Answers might argue new lands increased the scope of monarchs to distribute patronage.</li> <li>• Answers might consider the benefit of overseas conquests as a distraction and outlet for frustrated and ambitious nobles.</li> <li>• Answers might argue that overseas conquest increased the power of the Catholic Church which, indirectly,</li> </ul>	<b>10</b>	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to the question.</li> <li>• Answers may deal with each factor in turn then compare them to reach a judgement, or may take a continually comparative approach. Either approach is acceptable.</li> <li>• 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.</li> </ul>

	<p>increased the power of the monarchies.</p> <ul style="list-style-type: none"> <li>• <b>In dealing with wealth</b>, answers might argue that supplies of precious metals especially silver boosted royal revenues.</li> <li>• Answers might explain how the bullion belonging to private traders was often taken as a 'forced loan'.</li> <li>• Answers might explain how increased trade with empire increased customs revenues.</li> <li>• Answers might argue that monarchs received tribute from local people who lived on lands claimed by the crown.</li> <li>• Answers might argue that the wealth of empire financed wars, royal building and extravagance.</li> </ul>		
2 (b)*	<p><b>'Limited methods of navigation were the most important difficulty faced by explorers on their journeys overseas.'</b> <b>How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with limited methods of navigation</b>, answers might explain that the use of the magnetic needle to determine longitude was unreliable.</li> <li>• Answers might explain that 'dead reckoning' (calculating by speed and drift) was widely practiced throughout the period before 1570</li> <li>• Answers might argue that the astrolabe as the main means of finding latitude was unreliable in rough seas.</li> <li>• Answers might explain how the use of other instruments like the quadrant was difficult.</li> <li>• Answers might argue that maps were extremely limited.</li> <li>• Answers might argue that the Portuguese, especially, clung to the coast of Africa because navigation methods were limited.</li> <li>• Answers might explain that increasing awareness of the</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on the 'how far' but at Level 4 may simply list factors.</li> <li>• At Level 5 and above, there will be judgements on limited methods of navigation.</li> <li>• At higher levels, candidates might establish criteria against which to judge the overall effect of navigational methods.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation; it should only be credited where it is used to analyse and evaluate the sources, in line with descriptions in the levels mark scheme.</li> </ul>



	<p>navigation knowledge and techniques of Arabs and those of antiquity, were of some help to later explorers but were largely unknown to the Portuguese pioneers.</p> <ul style="list-style-type: none"><li>• <b>In dealing with other difficulties</b>, answers might argue that the ships used by explorers were small and vulnerable to heavy seas.</li><li>• Answers might argue that maintaining sufficient supplies of clean water and food was a major problem.</li><li>• Answers might argue that maintaining the morale and discipline of the crew was very difficult.</li><li>• Answers might argue that disease and boredom were potential problems.</li><li>• Answers might consider the difficulties of two or more ships keeping in touch with each other.</li></ul>		
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