



GCE

History A

Unit **Y234/01**: Genghis Khan and the Explosion from the Steppes
c.1167–1405

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2016

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

| Annotation | Meaning of annotation |
|---|--|
|  | Blank Page |
|  | Highlight |
| Off-page comment | |
|  | Assertion |
|  | Analysis |
|  | Evaluation |
|  | Explanation |
|  | Factor |
|  | Illustrates/Describes |
|  | Irrelevant, a significant amount of material that does not answer the question |
|  | Judgement |
|  | Knowledge and understanding |
|  | Simple comment |
|  | Unclear |
|  | View |

1. Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

| Question | Answer | Marks | Guidance |
|----------|--|-------|--|
| 1* | <p>To what extent did the Mongol Empire maintain its strength during the reign of Khubilai Khan?</p> <p>In arguing that the Mongol Empire maintained its strength during the reign Khubilai Khan:</p> <ul style="list-style-type: none"> • Answers may argue political and military strength was not only maintained but increased as seen by the geographic size and prestige of the empire due to Khubilai's subjugation of China, establishment of the Yuan and eventual defeat of the Song (1279). • Answers may argue that political stability was maintained despite civil war before 1264 and strong links were established between China and the Ilkhanate. • Answers may argue regional consolidation of the khanates and the contribution of specific khans (e.g. Abakha). • Answers may argue the continued strength of central and regional Mongol leadership as proven by diplomatic negotiations or alliances with the Byzantines, European kings and crusaders against the Mamluks • Answers may argue the success of Khubilai's encouragement of religious tolerance, international trade and the <i>Pax Mongolica</i> in establishing peace and stability as proven by greater artistic and cultural development, communication and exchange. | 30 | <ul style="list-style-type: none"> • No set answer is expected • At Level 5 there will be judgement as to the extent to which the Empire did maintain its strength • At higher levels, answers might establish criteria against which to judge the extent to which it maintained its strength. • To be valid judgements, claims must be supported by relevant and accurate 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 descriptions in the levels mark scheme. |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <p>In arguing that the Mongol Empire did not maintain its strength during the reign Khubilai Khan:</p> <ul style="list-style-type: none"> • Answers might argue that geographic size led to ever-growing weakness in central government and Mongol disunity. • Answers may argue that Khubilai's leadership as '<i>khagan</i>' was always weak as he was unable to assert himself over the Chagatai khanate and there was active opposition against him. • Answers may argue that inconsistent Mongol aims and distinctive regional autonomy, as well as some military defeats, meant that the basis of Mongol imperial strength and reputation gradually eroded. • Answers might recognise Khubilai's skill in holding the empire together in his early reign but argue that inherent weakness was exacerbated by Khubilai's military disasters in the Far East and growing decadence in later years, thus leading to disunity upon his death. • Answers may argue that instability increased on regional levels throughout the empire due to competition between the Golden Horde and Ilkhanate (e.g. over Azerbaijan) and political infighting within the Ilkhanate such as Arghun's rebellion. | | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|---|
| 2* | <p>‘China had greater influence than Persia on cultural development throughout the Mongol Empire.’ How far do you agree?</p> <p>In arguing that China had the greater influence:</p> <ul style="list-style-type: none"> • Answers might argue stronger influence due to geographic proximity to the Mongol heartland and longstanding influence since Genghis’ appointment of Chinese clerics and Khubilai’s subjugation of China. • Answers might argue that China exerted more direct influence on Mongol culture via Khubilai’s court at Dadu and his patronage of clerics, artisans and scholars. • Answers may argue the significance of the Mongol adoption of Chinese sedentary customs and artistic styles during the Yuan period (e.g. symmetrical design of the Imperial City, theatre, portraits). • Answers may argue that the Yuan actively encouraged trade, travel and the transmission of Confucian or Buddhist knowledge and Chinese culinary tastes or artistic styles along the Silk Road (e.g. landscapes, ceramics, desire for goods such as Chinese silks and medicinal plants). • Answers may argue the significance of Takht-i-Sulaiman and other public works beyond China where Chinese motifs (dragon, phoenix, lotus, peonies, landscapes) are evident within Persian and Central Asian tilework. | 30 | <ul style="list-style-type: none"> • No set answer is expected • At Level 5 there will be judgement as to which had the greater influence • At higher levels, answers might establish criteria against which to judge the extent of influence • To be valid judgements, claims must be supported by relevant and accurate 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 descriptions in the levels mark scheme. |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| | <p>In arguing for limitations to China's influence:</p> <ul style="list-style-type: none"> • Answers might argue that, unlike Persia, some features had limited success (e.g. withdrawal of paper money) or that Chinese or Mongol tastes originating from China were impractical and less enduring outside China or only more prominent in the earlier Yuan period. <p>In arguing that Persia had the greater influence:</p> <ul style="list-style-type: none"> • Answers may argue through wider geographic movement of Persian scholars, artisans, engineers and astronomers not only to China and Central Asia but also to the Golden Horde. • Answers may argue that Persia naturally had more influence over a longer period and wider area as some of its Islamic and Arabic styles more closely matched the priorities and tastes of many Mongol khans who converted to Islam (e.g. Olijetu, Ghazan and Uzbek). • Answers may argue Persia's extensive influence is proven by the quantity of everyday artefacts or architecture reflecting the assimilation of Persian styles and crafts into Mongol, Central Asian, Russian, Chinese or Islamic works. For example, the colour blue adopted to represent the Mongol 'Eternal Blue Sky', representations of the Shahnama and typical Persian motifs on tilework, ceramics and literature. | | |

| Question | Answer | Marks | Guidance |
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| | <ul style="list-style-type: none"> • Answers may argue the significance of the Maragha observatory, Rashid ad-Din's Universal History and the development of the School of Tabriz. • Answers may argue that Persia influenced all aspects of cultural development (lifestyle, religious practice, art and architecture) whereas China's influence further afield was mainly artistic | | |
| 3 | <p>Read the interpretation and then answer the question that follows:</p> <p>'Genghis' greatest accomplishment was the unification of the Mongols.'</p> <p>Evaluate the strengths and limitations of this interpretation making reference to other interpretations that you have studied.</p> <p>The historical debate relates to the relative significance of Genghis Khan's actions and achievements. It centres on issues of his early military leadership and rise to power on the Steppes by 1206 in comparison to the success of his later military campaigns, the creation of a vast empire, the development of his leadership style, consolidation of power and statesmanship.</p> <p>In analysing and evaluating the strengths and limitations of the interpretation:</p> <ul style="list-style-type: none"> • Answers might consider that the quote appears dismissive of the scale of the empire Genghis created and for which he is remembered or that it implies overemphasis on his claim as 'universal leader' over the unified tribes at the <i>khuriltai</i> of 1206. | 20 | <ul style="list-style-type: none"> • No set answer is expected. • Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation. • Candidates must refer to at least one other interpretation. • The quality of analysis and evaluation of the interpretation should be considered when assigning answers to a level, not the quantity of other interpretations included in the answer. • Other interpretations considered as part of evaluation and analysis of the given interpretation do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate's own viewpoint. |

| Question | Answer | Marks | Guidance |
|----------|--|-------|---|
| | <ul style="list-style-type: none"> • Candidates might acknowledge that a focus on Genghis' rise to power on the Steppes tends to be a fairly traditional or 'popular' historical interpretation. <p>In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • Genghis' remarkable rise to power from obscurity and his skill in uniting the Steppe tribes under one Mongol banner by 1206. They might use knowledge and understanding of: • Genghis' childhood and humble beginnings; • Challenges posed by the lifestyle, customs, division and rivalry between the nomadic tribes; • Genghis' personal qualities shaped by his early experiences: determination, adaptability, astuteness; • Useful alliances and relations with others (e.g. Toghril, Jamukha) as well as his methods of gaining loyalty; • The difficulty he overcame and skills he used when defeating tribes such as the Merkid and Naiman; • His initial reorganisation of the Mongol army and establishment of the basis of law, order and justice (e.g. adapted Mongol traditions and values) | | <ul style="list-style-type: none"> • Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however for level 5 there should be well-supported evaluation of both and for level 4 supported evaluation of both, in line with levels descriptors. • Candidates are not required to construct their own interpretation |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <ul style="list-style-type: none"> • Mongol unity by 1206 being the foundation for later success and conquests beyond the Steppes and the creation of a large empire <p>In analysing and evaluating the limitations of the given Interpretation, answers might use knowledge and understanding of later achievements and actions such as:</p> <ul style="list-style-type: none"> • More renowned military expansion beyond the Steppes against established states and civilisations; • More developed statesmanship after 1206 after exposure to foreign influences and new imperial needs; • Role of personality and military leadership throughout his reign. <p>Other interpretations that might be used in evaluation of the given interpretation are:</p> <ul style="list-style-type: none"> • Interpretations focussing on military leadership and the success of Genghis' campaigns beyond the Steppes in campaigns against the Khara-Khitai, Xia (Tanguts), Jin and Khwarazmians. • Interpretations that consider the enormity of his achievements in terms of the size of empire established and campaigns as far as India and Persia. | | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <ul style="list-style-type: none"> • Interpretations that consider the formidable strength, tactics and development of the Mongol army including the adaptation of military methods when fighting in China (against the Xia and Jin) and the ability to inflict terror or submission in sedentary populations and opposing armies. • Interpretations highlighting Genghis' successful development of a system of Mongol administration and style of government using foreign clerics and methods, the promotion of religious tolerance and international trade. • Interpretations focussing on the significance and impact of the defeat of the Khwarazmians on Genghis' reputation and the overall strength of the Mongols (e.g. the fall of Samarkand and Bukara). | | |

APPENDIX 1 – this contains the generic mark scheme grids

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| | <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 Section A, Questions 1 and 2: Essay [30] |
| Level 5 25–30 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 19–24 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 13–18 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 7–12 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 1–6 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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| | <i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i> |
| | Generic mark scheme for Section B, Question 3: Interpretation [20] |
| Level 5 17–20 marks | The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation. |
| Level 4 13–16 marks | The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation. |
| Level 3 9–12 marks | The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths, but both will be addressed. |
| Level 2 5–8 marks | The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or may only address limitations or strengths. |
| Level 1 1–4 marks | The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation. |
| 0 marks | No evidence of understanding or reference to the interpretation. |

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