



Oxford Cambridge and RSA

GCSE (9–1)

History B (Schools History Project)

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

General Certificate of Secondary Education

2021 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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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1. Annotations

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

## 2. 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

<b>Question 1 – 7 Marks</b> <b>What can Source A tell us about the reasons for the fall of Tenochtitlan to the Spanish in 1521? Use the source and your own knowledge to support your answer.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 2 marks</b> <b>AO3</b> Analyse sources (contemporary to the period). <b>Maximum 5 marks</b> <b>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.</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 3 (6–7 marks)</b> 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).	<i>Valid features that answers could identify include:</i> <ul style="list-style-type: none"> <li>• Surface features: St James helped the Spanish win.</li> <li>• Inferences: the importance of - the Aztecs had a new king; the Aztec gods failed to help them; Cortes' decision to use ships helped the Spanish; the Aztecs lost their allies while the Spanish had several; the Aztecs were weak from starvation; the allies of the Spanish were determined to defeat the Aztecs.</li> </ul> <i>Examples of relevant additional characteristic features shown at levels 2 or 3 could include: Any valid knowledge of why the Aztecs had a new king - smallpox had killed the previous one along with thousands of warriors; the importance of the gods to the Aztecs; the importance of Tenochtitlan being surrounded by a lake with many canals leading into the city and the importance of Cortes's ships controlling the lake and canals; the long siege of the city and the blocking off of supplies; the importance of the support of the Tlaxcalans and other allies, the importance of the hatred of the Aztecs by nearby civilisations.</i>
<b>Level 2 (3–5 marks)</b> 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).	<i>There is no requirement to mention limitations but examples of limitations include: the source is written by a Dominican friar and is biased towards the Spaniards e.g. approval of God or the saints. The source does not spell out reasons behind some of the factors mentioned e.g. the starvation of the Aztecs, or their significance e.g. the support of the Tlaxcalans, the fact that the Cholulans had been allies of the Aztecs.</i>
<b>Level 1 (1–2 marks)</b> 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).	<i>No reward can be given for raising concerns over the limitations of</i>
<b>0 marks</b> No response or no response worthy of credit.	

	<p><i>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> <i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
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<b>Question 2 – 15 marks</b> <b>How useful are Source B and Interpretations C and D for a historian studying the massacre at Cholula in 1519? In your answer, refer to the source and two interpretations as well as your own knowledge.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> <b>AO3</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. <b>Maximum 5 marks</b> <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 5 marks</b> <b>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.</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 5 (13–15 marks)</b> 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).	<i>Analysis of the source and interpretations could identify features such as:</i> <ul style="list-style-type: none"> <li>• <i>Surface details such as: B - the Cholulans were assembled in the courtyard and slaughtered, the Cholulans had no weapons, the Spanish were supported by the Tlaxcalans, the slaughter was down to treachery; C - the Spanish were well armed while the Cholulans were defenceless, even women and children were killed; D - the Tlaxcalans did not want Cortes to wait in Cholula, Cortes became suspicious of the Cholulans, their leaders were summoned to the courtyard and slaughtered on a signal by Cortes, the Spanish then went round house to house killing all warriors, the Aztecs claimed the massacre was started by the Tlaxcalans.</i></li> <li>• <i>Inferences such as: B suggests that the Tlaxcalans set the whole thing up so that the Spanish would slaughter the Cholulans, the Tlaxcalans were responsible for the slaughter, the Spanish acted badly, slaughtering unarmed men; C suggests the Spanish cruel and barbaric; D suggests the Aztecs had set a trap for the Spanish, Cortes had them slaughtered because they were deceiving him and setting a trap, but also suggests that the Aztecs tried to blame it on the Tlaxcalans. Inferences are likely to indicate a Level 2 or 3 response.</i></li> <li>• <i>Candidates might conclude from the collection as a whole that the Cholulans were slaughtered by the</i></li> </ul>
<b>Level 4 (10–12 marks)</b> 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).	
<b>Level 3 (7–9 marks)</b> 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>Spanish and two of the three sources make clear the Cholulans were unarmed and their leaders were summoned to the courtyard. Source B claims it was set up by the Tlaxcalans who were enemies of the Cholulans, but D says the Tlaxcalans did not want the Spanish to go to Cholula and that it was a plot by the Aztecs. D specifically states that is was unlikely to be caused by the Tlaxcalans. There are other disagreements e.g. C shows women and children were among those slaughtered while D implies that Cortes was only after leaders and warriors. B is rather vague on this point.</p> <p>Understanding of appropriate characteristic features could include knowledge of the fact that the Spanish were on their way to Tenochtitlan and the light this throws on the different versions of the reasons for the massacre, the importance of the relations between the Tlaxcalans and the Aztecs.</p> <p>Limitations that may affect usefulness include the fact that Source B gives us just one version of the events. However, his account is based on interviews with Indians. His account is contradicted by Source D. Source C is a painting depicting one moment in time and only one part of the events, and tells us little about who planned it. It is by a Mexican artist and so it might be deliberately showing the Spanish as barbaric. It does show the killing as rather clinical. Source D is a recent account by historians who have clearly considered different accounts and provide a reason why they prefer one rather than another although they are rather dependent on Cortes's account.</p> <p>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.</p> <p>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</p>
<p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1).</p> <p>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).</p> <p>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>	
<p><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1).</p> <p>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)</p> <p>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)</p> <p>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><b>.0 marks</b></p> <p>No response or no response worthy of credit.</p>	

<b>Question 3* – 18 marks</b> <b>'Tenochtitlan was the most important part of the Aztec empire in 1519.' How far do you agree?</b>		<b>Notes and guidance specific to the question set</b>
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>		
<b>Level 6 (16–18 marks)</b> 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 4 and 5, this must involve considering aspects beyond the one in the question i.e. Tenochtitlan AND at least one other factor in the sort of depth/clarity required by the level.</i>
<b>Level 5 (13–15 marks)</b> 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>		<i>Answers are most likely to show understanding of the second order concepts of consequence) (the impact of different features of the Aztec empire), significance (the importance of different features of the Aztec empire) and similarity and difference (comparing different features of the Aztec empire) but reward appropriate understanding of any other second order concept.</i>
<b>Level 4 (10–12 marks)</b> 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>		<i>Grounds for agreeing include: impressive and awe-inspiring because of e.g. its size, location, appearance (rising up above the lake, the causeways, the Great Temple and the sacred precinct, the palace); its symbolic importance e.g. a place where important connections were made with the world of the gods and where sacrifices took place; its political and administrative importance e.g. centre of government and law; its economic importance e.g. the marketplaces.</i>
<b>Level 3 (7–9 marks)</b> 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>		<i>Grounds for disagreeing may include: the army, the Triple Alliance, the tribute system, trade networks and the role of the pochteca, the use of strategic provinces as buffers, the importance of other cities such as Texcoco and Otumba, the structure of Aztec society and the role of the nobility; the dependence of Tenochtitlan on these other features.</i>
<b>Level 2 (4–6 marks)</b> 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>		
<b>Level 1 (1–3 marks)</b> 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>		
<b>0 marks</b> No response or no response worthy of credit.		

Question 4* – 18 marks How far do you agree that the encomienda system was a failure?		Notes and guidance specific to the question set
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>		
<b>Level 6 (16–18 marks)</b> 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 4 and 5, this must involve considering aspects beyond the one in the question AND the alternative argument that it had some successes 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 reasons), causation (why they carried out human sacrifice), but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include: it led to mistreatment of the Indians many of whom became in effect slaves so it failed in its responsibility to care for the Indians, Franciscan friars such as Juan de Zumarraga criticised the system and tried to change it, in 1521 Charles V ordered them to be abolished, the conversion of the Indians was carried out more by the friars than by the encomenderos, the encomenderos trafficked in slaves, because of the decline of the local population there were not enough Indians to keep up with the demands of the encomenderos.</i> <i>Grounds for disagreeing include: it enabled Cortes to reward his conquistadors (there would have been trouble if they had not been granted them), it worked well with the local tribute system and allowed local rulers to keep their status, it worked well for the conquistadors who became rich, it was important in establishing Spanish control of Mexico, it provided labour for the Spanish so they could establish themselves in Mexico (as argued by Cortes).</i>
<b>Level 5 (13–15 marks)</b> 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>		
<b>Level 4 (10–12 marks)</b> 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>		
<b>Level 3 (7–9 marks)</b> 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>		
<b>Level 2 (4–6 marks)</b> 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>		
<b>Level 1 (1–3 marks)</b> 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>		
<b>0 marks</b> No response or no response worthy of credit.		

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