

## **GCE**

### **History A**

#### **Y204/01: Genghis Khan and the explosion from the Steppes c.1167-1405**

Advanced GCE

#### **2020 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 of annotation
<b>BP</b>	Blank Page
	Highlight
<b>Off-page comment</b>	
<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

## 2. Subject Specific Marking Instructions

### How far do you agree questions . . .

The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.

#### **Neither significance nor relative importance are attributed to the features listed.**

The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.

### Other questions . . .

The indicative content lists features of the period studied that relate to the question set.

#### **Neither significance nor relative importance are attributed to the features listed.**

The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.

## MARK SCHEME Section A

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p><b>Which of the following was the more serious problem for Khubilai Khan?</b></p> <p><b>(i) The Empire's finances</b>  <b>(ii) The failure of foreign expeditions in the 1280s and 1290s</b></p> <p><b>Explain your answer with reference to both (i) and (ii)</b></p> <ul style="list-style-type: none"> <li><b>In dealing with the Empire's finances</b> it might be argued that expenditure on the construction of Daidu had been great</li> <li>Answers might consider the impact of the cost of extending the Grand Canal to supply the capital's inhabitants</li> <li>Answers might consider the cost of the organisation of postal stations</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 Empire's finances' and 'the failure of foreign expeditions'</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>(b)*</p>	<ul style="list-style-type: none"> <li>• Answers might consider the cost of the numerous military campaigns</li> <li>• Answers might consider the problems associated with raising taxes</li> <li>• <b>In dealing with the failure of foreign expeditions</b> answers might consider the impact this had on stability at court</li> <li>• Answers might consider the loss of Mongol ships in the attack on Japan in 1281</li> <li>• Answers might consider that the defeat to Japan shattered their mantle of invincibility in East Asia</li> <li>• Answers might consider the impact of the defeat on the psychological edge of terror they held</li> <li>• Answers might consider the impact of defeats in South East Asia</li> <li>• Answers might consider the impact of the naval failure against Java in 1292</li> <li>• Answers might consider the impact of the failure to achieve decisive victories</li> </ul> <p><b>How important were postal stations in the development of the Silk Road?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that postal stations were important</b> it might be argued that they provided the means and practical needs of merchants travelling vast distances</li> <li>• <b>Answers might consider</b> the frequency of the stations, every 20-30 miles and how they provided transport, shelter, food, security and Mongol guides</li> <li>• <b>Answers might consider</b> the increased use by Ortoogh, communication, competition, extension of the system and new markets</li> <li>• <b>Answers might consider</b> that they enabled the trade in luxury goods from Persia to China</li> </ul>	<p>20</p>	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels candidates will focus on assessing how important but at level 4 may simply list outcomes.</li> <li>• At Level 5 and above there will be judgement as to the importance.</li> <li>• At higher levels candidates might establish criteria against which to judge the importance.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate facts. If not they are assertions.</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>
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2	(a)	<ul style="list-style-type: none"> <li>• <b>In arguing that that there were other factors</b> it might be argued that Pax Mongolica was important as free commerce, tolerance, security for merchants and artisans enabled the exchange of a large amount of goods</li> <li>• <b>Answers might consider</b> the paiza, tax privileges, Genoese trading posts</li> <li>• <b>Answers might consider</b> the increased trade in luxury textiles across Eurasia with damask silk, satin and muslin</li> <li>• <b>Answers might consider</b> the opportunities for Chinese manufacturing brought about by pax mongolica</li> </ul> <p><b>Which of the following did Mongol invasions have the most impact upon?</b></p> <p><b>(i) Christian culture</b> <b>(ii) Muslim culture</b></p> <p><b>Explain your answer with reference to both (i) and (ii)</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with Christian cultures</b> answers might suggest that it brought consumer goods, agricultural goods, weapons, medical science</li> <li>• Answers might consider the destruction of places where they conquered and the impact on Medieval chivalry of the defeat at Mohi</li> <li>• Answers might consider the impact of Pax Mongolica and the re-opening of the Silk Road</li> <li>• Answers might consider the spreading of the bubonic plague and the impact that had on Christian culture</li> <li>• Answers might consider the fear and terror that the conquests created in the western world</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 ‘Christian cultures’ and ‘Muslim cultures’</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>
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	<p>(b)*</p>	<ul style="list-style-type: none"> <li>• Answers might consider the impact of increased contact, the desire to obtain information, the voyages to Asia</li> <li>• <b>In dealing with Muslim cultures</b> answers might consider the conversion of many Mongols to Islam and the creation of Islamic Empires</li> <li>• Answers might consider the creation of a Turco-Mongol culture</li> <li>• Answers might consider the expansion of Islam</li> <li>• Answers might consider the destruction of places such as Baghdad</li> <li>• Answers might consider that Islam had a greater impact on the Mongols.</li> </ul> <p><b>‘Genghis Khan’s leadership was the most important reason for the success of the Mongol invasions in the period from 1206 until his death in 1227.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that Genghis Khan’s leadership was important</b>, answers might that the charisma of Genghis helped to bring unity</li> <li>• <b>Answers might consider</b> Genghis’ skill as a commander</li> <li>• <b>Answers might consider</b> Genghis’ political and administrative acumen</li> <li>• <b>Answers might consider</b> his ability to organise alliances with powerful commanders which gave him credibility</li> <li>• <b>Answers might consider</b> how he won loyalty by sharing the spoils of victory with his forces</li> <li>• <b>Answers might consider</b> the organisation of his forces</li> </ul>	<p>20</p>	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels candidates will focus on assessing reasons for success but at level 4 may simply list reasons for and against the statement.</li> <li>• At Level 5 and above there will be judgement as to what extent.</li> <li>• At higher levels candidates might establish criteria against which to judge reasons for success</li> <li>• To be valid judgements, claims must be supported by relevant and accurate facts. If not they are assertions.</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>
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			<ul style="list-style-type: none"><li>• <b>In arguing that other factors were more important</b>, answers might consider the importance of military organisation and comment on ordu, training, professionalism, the size of the armies and the use of cavalry</li><li>• <b>Answers might consider</b> military strategy and the planning of campaigns, the use of the 'feint', encirclement, extensive battle lines, communications</li><li>• <b>Answers might consider</b> the weakness of the opposition</li><li>• <b>Answers might consider</b> the use of foreign soldiers, gunpowder, siege engines, fear</li></ul>		
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APPENDIX 1 – this contains a generic mark scheme grid

	<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>
	<b>Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>
<b>Level 6</b> 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
<b>Level 5</b> 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
<b>Level 4</b> 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
<b>Level 3</b> 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
<b>Level 2</b> 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
<b>Level 1</b> 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

	<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>
	<b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>
<b>Level 6</b> 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 13–16 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.
<b>Level 4</b> 10–12 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.
<b>Level 3</b> 7–9 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.
<b>Level 2</b> 4–6 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.
<b>Level 1</b> 1–3 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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