Pearson Edexcel

Mark Scheme

Summer 2019

Pearson Edexcel GCSE History (1HI0/P1)

Paper 2: Period study

P1: Spain and the 'New World', c1490–c1555

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Period study: Spain and the 'New World', c1490–1555

Question		
1		Explain **two** consequences of the encomienda system. **Target**: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 4 marks. **AO1**: 4 marks. **NB** mark each consequence separately (2 x 4 marks).
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• Simple or generalised comment is offered about a consequence. [AO2] • Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	**3–4**	• Features of the period are analysed to explain a consequence. [AO2] • Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The encomienda system brought the land under the control of Spanish families, who imposed Spanish laws and systems on the New World. This increased Spanish control.
- *Encomiendas* were hereditary. As a result, families moved to the New World and settled permanently, creating a permanent society.
- Native labour formed part of the encomienda system. As a result, millions of natives became enslaved.
- The most lucrative *encomiendas* were reserved for the biggest investors, which meant that more people were encouraged to join and invest in conquest expeditions, leading to further conquest.

Question		
2		Write a narrative account analysing the key events of Columbus's exploration of the Bahamas and the Caribbean (1492). You may use the following in your answer: • San Salvador • the shipwreck of the *Santa Maria.* You **must** also use information of your own. **Target**: Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1]. **AO2**: 4 marks. **AO1**: 4 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2] • Limited knowledge and understanding of the events is shown. [AO1]
2	**3–5**	• A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1] *Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.*
3	**6–8**	• A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1] *No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- When land was sighted from the *Pinta* (12 October), Columbus landed and planted the Spanish flag, naming the island San Salvador.
- Columbus and his crew were met by natives, who, they observed, had gold ornaments in their noses, which encouraged Columbus to continue exploring, in search of gold.
- Columbus departed (14 October) and continued his exploration of the Bahamas, claiming several more islands, which led to his discovery of Cuba (28 October), where he continued to search for gold.
- Columbus failed to find gold in Cuba, so one of Columbus's captains, Martin Pinzón, sailed away to look for gold on his own. This left Columbus with only two ships for further exploration.

- Columbus came across Haiti, where he spent time trading with the natives and continuing to search for gold. He found small quantities of gold and as a result he stayed for some time.
- On Christmas Eve, Columbus's ship, the *Santa Maria*, was wrecked off the coast of Haiti. Consequently, Columbus no longer had the capacity to return to Spain with all his crew.

Question		
3		Explain **two** of the following: • The importance of the founding of Panama (1519) for Spanish exploration. • The importance of Cortes's actions as Governor and Captain-General of New Spain for Spanish control of Mexico. • The importance of the discovery of silver in Bolivia for the expansion of the Spanish Empire in the New World. **Target**: Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 8 marks. **AO1**: 8 marks. **NB** mark each part of the answer separately (2 x 8 marks).
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• A simple or generalised answer is given, showing limited development and organisation of material. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	**3–5**	• An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]
3	**6–8**	• An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

The importance of the founding of Panama (1519) for Spanish exploration.

Relevant points may include:

- Panama's deep harbour made it possible for large Spanish ships to dock and restock, enabling further exploration.
- Panama provided a collection point for any goods found or produced in lands bordering the Pacific, the goods could then be transported back to Spain.
- Panama provided a base from which Spanish conquistadors could access the Pacific coast of South America, stimulating further exploration, for example by Pizarro.
- Panama was accessible overland from a Spanish settlement on the Atlantic Coast, Nombre de Dios, which made communication between Spain and the Pacific more rapid.

The importance of Cortes's actions as Governor and Captain-General of New Spain for Spanish control of Mexico.

Relevant points may include:

- Cortes claimed the land for Spain and founded new cities, which encouraged more Spaniards to move to and settle in New Spain.
- Cortes built Mexico City, which became an important seat of political power from which Spain could control the rest of the country.
- Cortes introduced Catholicism and requested large numbers of friars from Spain, who converted a lot of the native population and spread the Spanish language. This decreased resistance to Spanish rule.
- Cortes encouraged agriculture and thousands of plants were cultivated across the country, increasing New Spain's independence as a colony and encouraging settlement of the whole country.

The importance of the discovery of silver in Bolivia for the expansion of the Spanish Empire in the New World.

Relevant points may include:

- The huge quantities of silver being shipped back encouraged more Spaniards to move to the New World, to seek their fortunes.
- The job and wealth opportunities led to vast mining camps being formed in the area around Potosi, increasing the number of Spaniards settled in the New World.
- Spaniards moved to the region from Spain due to an increase in the number of skilled jobs available, for example, those connected to the mining industry.
- Supply routes and new towns, most notably La Paz, became established on the route connecting Potosi with Lima, entrenching Spanish control.

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