Mark Scheme (Stage 8 Sign Off)

November 2020

Pearson Edexcel GCSE
In History (1HI0)
Paper: P1 Period study

Option: P1 Spain & 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.

Question		
1		Explain two consequences of the work of Catholic missionaries in the New World. 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 (page 3).

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:

- Catholic missionaries spread Christianity to the native population of the New World. This destroyed the religious traditions practised before the arrival of the Spanish.
- The missionaries taught the native population to read and write Spanish. This spread the use of Spanish as the common language, increasing Spanish control.
- The missionaries used the existing native hierarchy to spread Christianity, by working first with powerful nobles. This meant that the rest of the population were more easily converted.
- Some missionaries, such as Las Casas, were horrified by the Spanish abuse of the native populations. As a result, these missionaries campaigned to improve the treatment of the natives.

Part A: Period study: **Spain and the 'New World', c1490–**c1555

Question		
2		Write a narrative account analysing the key events of Magellan's voyage. You may use the following in your answer: • King Charles I of Spain • the Philippines 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

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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:

- King Charles I of Spain wanted to find a route to the spice islands in Asia by sailing west. He therefore agreed to sponsor Magellan's voyage.
- Magellan set sail with five well-equipped ships (1519) and stopped at the Canary Islands and, later, in Brazil to stock up. This meant his ships were carrying enough provisions to last for at least a year.
- Magellan spent several months sailing down the east coast of South America, but he was unable to find a route through to the Pacific and one ship was wrecked. This led to mutiny on several ships with one ship sailing back to Spain.
- Magellan discovered a route through to the Pacific for his three remaining ships (1520). As a result, he was able to continue his voyage.

- Magellan continued to sail northwest until eventually the ships made landfall on Hononham in the Philippine islands (1521). As a result, Magellan was able to claim the Philippines for Spain.
- Magellan and his crew got involved in a battle with the native population, which led to Magellan being killed.

Question		
3		Explain two of the following: • The importance of the House of Trade for Spanish control over the New World. • The importance of the conflict between the Tlaxcalans and the Aztecs for the Spanish conquest of Mexico. • The importance of the war between Atahuallpa and Huascar for the Spanish conquest of the Incas. 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

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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 House of Trade for Spanish control over the New World.

Relevant points may include:

- The House of Trade held the monopoly on trade with the New World, which increased control because all trade goods going into, or coming out of, the colonies had to pass through Spain.
- The House of Trade had to approve every voyage made to the New World, providing the Spanish crown with total control over who visited the colonies.
- The House of Trade trained new navigators and captains, providing a steady supply of qualified Spaniards, which assisted Spain in monopolising access to the New World.
- The House of Trade produced maps of the New World, enabling further Spanish voyages and exploration, thus extending Spanish control in the region.

The importance of the conflict between the Tlaxcalans and the Aztecs for the Spanish conquest of Mexico.

Relevant points may include:

- The Tlaxcalans and the Aztecs were in a continual state of war, which meant that the Tlaxcalans were willing to provide warriors to fight alongside the Spaniards, assisting Cortes in his conquest.
- The existing division meant that Cortes, who did not have many troops with him when he invaded the Aztec empire, was able to launch a large-scale attack, due to the assistance he received from the Tlaxcalans.
- The Aztecs massacred Tlaxcalan and Spanish troops during the Night of Tears, which led to further co-operation between the Tlaxcalans and the Spanish, assisting Cortes in his conquest.
- As the Tlaxcalans were enemies of the Aztecs, they helped the Spanish to plan the siege of Tenochtitlan and its eventual capture.

The importance of the war between Atahuallpa and Huascar for the Spanish conquest of the Incas.

Relevant points may include:

- Atahuallpa and Huascar were fighting a war over who should rule the Incan empire when Pizarro arrived in Peru, so neither was ready to resist him, making it easier to take over.
- When Pizarro realised that the Incan empire was at war, this prompted him to exploit the division and move forward with his conquest.
- The war between the brothers led to Atahuallpa having Huascar murdered to prevent him co-operating with the Spanish. This meant that the Incas were left without a leader when Atahuallpa was captured by the Spanish so leaving them struggling to resist Spanish control.
- Pizarro did not have a large force, but without a clear leader, the Incas proved unable to resist the Spanish troops.

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