

Mark Scheme (Results)

Summer 2022

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

Option 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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

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

<table>
<tr><th colspan="2">Question</th><th></th></tr>
<tr><td colspan="2">1</td><td>Explain two consequences of the death of the Inca, Huayna Capac.

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).</td></tr>
<tr><th>Level</th><th>Mark</th><th>Descriptor</th></tr>
<tr><td></td><td>0</td><td>No rewardable material.</td></tr>
<tr><td>1</td><td>1–2</td><td>• 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]</td></tr>
<tr><td>2</td><td>3–4</td><td>• 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]</td></tr>
<tr><td colspan="3">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:
• Huayna Capac left no clear heir. As he had been the leader, this meant that his empire was divided between his two sons, Atahuallpa and Huascar.
• The Incas were left with no single clear leader. This led to civil war among the Incas, weakening the empire and making it more susceptible to attack.
• Divided loyalties among the Incas following Huayna Capac's death led to suspicion and distrust, and, as a result, they struggled to provide a united resistance to Pizarro's invasion.
• When Pizarro discovered that Huayna Capac had died and that the empire was at war, he felt encouraged to try to take over. This eventually led to the Spaniards conquering the whole empire.</td></tr>
</table>

Question		
2		Write a narrative account analysing Montezuma's actions during the conquest of Mexico by Cortes (1519-20). You **may** use the following in your answer: • Tenochtitlan • Catholic symbols 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 (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.

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 the Spanish arrived, Montezuma sent ambassadors to greet them with gifts and invited them to Tenochtitlan. This meant that the Spaniards headed directly for the seat of Aztec power.
- Montezuma met Cortes just outside Tenochtitlan and made a welcome speech, which Cortes interpreted as a speech of surrender, encouraging Cortes to take over the city.
- Montezuma invited the Spanish to stay at the palace, where they were treated with honour and respect. This enabled Cortes to take control of Montezuma and make him into a puppet ruler.
- Montezuma allowed the Spanish to put Catholic symbols on to the Aztec temples. This enabled the Spaniards to introduce Catholicism, which was an important aspect of the conquest.
- When fighting broke out in Tenochtitlan, Montezuma appealed to his people to stay calm, but he was killed. This left the Aztecs without a strong leader, making it easier for the Spaniards to conquer them.

Question		
3		Explain **two** of the following: • The importance of Columbus's expeditions to the Caribbean for Spain's foreign ambitions. • The importance of Magellan's voyage for the Spanish Empire. • The importance of the encomienda system for Spanish control over the native population 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 (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 AO1a; 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 Columbus's expeditions to the Caribbean for Spain's foreign ambitions.

Relevant points may include:

- Columbus saw Caribbean natives wearing gold ornaments, which encouraged further exploration of the region to search for the origin of the gold and claim it for Spain.
- Columbus found a large population of people, motivating further expeditions so that Spain could spread Christianity to the New World.
- As a result of Columbus's expeditions to the Caribbean, Spain arranged systems to control the riches of the New World, such as the House of Trade, which managed all trade.
- Columbus claimed the region of the Caribbean for Spain, which made it possible to use the area as a base for further exploration, enabling Spain to establish itself as a world power.

The importance of Magellan's voyage for the Spanish Empire.

Relevant points may include:

- Magellan's voyage provided a westerly route to the Spice Islands, allowing the Spanish Empire to expand there without breaking the Treaty of Tordesillas.
- Magellan was the first European to discover a sea route to the Pacific and voyage across it. As a result, Spanish trade was able to expand and further exploration was encouraged.
- Magellan sighted the Philippines and claimed them for Spain, expanding the Spanish Empire.
- Magellan's feat of circumnavigation had been sponsored by Spain; as a result, the prestige and standing of the Spanish Empire increased.

The importance of the encomienda system for Spanish control over the native population in the New World.

Relevant points may include:

- The encomienda system attached natives to Spanish *encomenderos,* who were responsible for them. This decreased the opportunities for rebellion among the native population.
- The encomienda system meant that the native population had to pay tribute to the Spanish in gold or goods; this prevented them from carrying out their own work, making them further dependent on the Spanish.
- The encomienda system gave complete control over a group of natives to the Spanish *encomenderos*, who had an incentive to keep their workforce under control. This therefore led to increased Spanish control over the population.
- The encomienda system led to the native population largely being converted to Catholicism. This destroyed much of their culture and made them less able to resist Spain's ambitions.

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