Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCSE
In History (1HI0)
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.

Spain and the 'New World', c1490-c1555

Question		
1		Explain two consequences of the discovery of silver in the Spanish Empire in the years c1545-c1555. 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:

- The discovery of silver encouraged more Spaniards to move to the 'New World' in search of riches. Therefore, the Spanish population in the 'New World' increased.
- The Spaniards required a large workforce for the new silver mines. This led to conscription of the native population in a large area around the mines, in a system known as the *mita*.
- A new route was established from Potosi to the Spanish port at Lima, increasing the accessibility of the region to the Spanish and establishing new towns such as La Paz.
- A large amount of high-quality silver coins flooded the Spanish economy. This enabled the Spanish to buy goods they needed from elsewhere, so harming their own industries.

Question		
2		Write a narrative account analysing the expansion of the Spanish Empire in the years 1513-21. You may use the following in your answer: • conquistadors • gold 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:

- In search of new lands to claim, in 1513, Balboa sighted and claimed the Pacific Ocean for Spain, encouraging more Spaniards to explore beyond the early Spanish colonies.
- Velázquez had taken troops to Cuba to pursue Hatuey, a native chief. The indigenous population were overwhelmed by Spanish weaponry, and consequently Velázquez took control of the whole of the island of Cuba, in the name of the Spanish Empire, in 1514.
- Once the conquest of Cuba had been completed, more Spanish people moved there, setting up plantations and settlements, and creating a base for further exploration of the American mainland.
- Explorers to the American mainland brought back gold. Consequently, in 1519, Cortés set sail from Cuba in search of the source of the gold.
- Although he was meant to establish a trading relationship, Cortés was motivated by greed and glory, and so he planned an attack on the Aztec Empire, intending to claim it for Spain.
- In 1521, Cortés had completed his conquest of the Aztecs and consequently claimed the whole region for Spain, naming it New Spain and significantly expanding the Spanish Empire.

Question		
3		Explain two of the following: • The importance of Spanish settlement in the Caribbean for the Tainos and the Caribs. • The importance of the development of an imperial policy in the Caribbean for Spanish exploration in the years 1496-1512. • The importance of the New Laws (1542) for the native population in the Spanish Empire. 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 Spanish settlement in the Caribbean for the Tainos and the Caribs.

Relevant points may include:

- The Spanish settlers brought diseases such as smallpox and measles with them. These diseases decimated the Taino and Carib populations of the Caribbean.
- The Spanish settlers in the Caribbean forced the indigenous population to pay them a regular tribute, in gold or produce, which led to food shortages and impoverishment.
- The Spanish settlers were very keen to find gold in the Caribbean, which led to the torture and coercion of the Tainos and the Caribs, who were forced to reveal the source of their gold.
- The Spanish settlers set up gold mines in the Caribbean and the Tainos and Caribs were forced to provide the labour for the mines, destroying their societies.

The importance of the development of an imperial policy in the Caribbean for Spanish exploration in the years 1496-1512.

Relevant points may include:

- Isabella and Ferdinand passed a law saying that any Spanish people wanting to live in the Caribbean could do so freely, encouraging more people to make the journey in search of new places to settle.
- The Spanish Crown guaranteed that Spaniards could keep one third of gold and 90% of any other riches discovered whilst exploring, which encouraged more people to explore the Caribbean.
- The *encomienda* system promised land and a living to Spanish settlers, which meant that more people joined and invested in conquest expeditions, leading to further exploration.
- Isabella established the House of Trade, which trained Spanish navigators and captains, thus ensuring a steady supply of Spaniards to explore the Caribbean.

The importance of the New Laws (1542) for the native population in the Spanish Empire.

Relevant points may include:

- The New Laws abolished indigenous slavery. This gave the native population the right to claim wages for any work they completed beyond what was considered 'tribute' to their *encomendero.*
- The New Laws made clear the legal status of the indigenous population as equal citizens of the Spanish Empire, prohibiting their capture for use as forced labour.
- The New Laws decreed that *encomiendas* reverted to the Crown when the *encomendero* died, making the native population answerable to the Crown instead of to the landowner.
- The New Laws had little impact on the working and living conditions of the indigenous population in the short term, as most of the rules were rejected by the Spanish settlers and the Spanish Crown had to suspend many of the laws.

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