

Mark Scheme (Results)

Summer 2024

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.

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

Question		
1		Explain two consequences of the Treaty of Tordesillas (1494) between Spain and Portugal. 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 Treaty of Tordesillas was signed after Columbus's first voyage and, as a result, the Pope officially recognised Spanish control over the Caribbean. This encouraged further voyages.
- The Treaty of Tordesillas gave Spain a monopoly over exploration to the west. This encouraged further Spanish exploration of the 'New World' as they could claim any lands they newly encountered.
- The Treaty of Tordesillas removed rivalry with Portugal, as the Portuguese gained the monopoly over exploration to the east. This meant that Spanish exploration could continue without interference from the Portuguese.
- The Pope approved the Treaty of Tordesillas, indicating that the Spanish had religious support for their continued exploration.

Question		
2		Write a narrative account analysing the key events of the Spanish conquest of the Incas (1530-37). You may use the following in your answer: • Atahuallpa • the siege of Cuzco (1536-37) 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]
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 that do not address three or more aspects of content.*

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 Pizarro arrived in Peru in 1530, he discovered the Incas were in a civil war. This encouraged him to explore further, as the Incas were less able to resist a Spanish attack.
- Pizarro arranged a meeting with the Inca ruler, Atahuallpa, in the city of Cajamarca. During the meeting, Atahuallpa threw a Bible on the ground. This led to the Spanish forces attacking the Incas and taking Atahuallpa prisoner.
- Although Atahuallpa paid his ransom, the Spanish executed him for treason and marched to the Inca capital, Cuzco, where they crowned his nephew, Manco Inca, as a puppet ruler.
- By 1536, Manco Inca was unwilling to continue as a puppet emperor and therefore raised Inca forces to besiege the Spanish in Cuzco. He cut off the water supply and burned the city to the ground.

- To break the siege, the Spanish attacked Manco Inca and his forces at the stronghold of Sacsayhuaman, near Cuzco. They used scaling ladders and support from other indigenous people to get into the fort and defeat Manco Inca and his forces.
- Following the defeat of the Inca forces at Sacsayhuaman, a further Spanish force arrived to defeat the remaining Inca forces besieging Cuzco. This led to the Spanish taking control of the whole region.

Question		
3		Explain two of the following: • The importance of Catholic missionaries for extending Spanish authority in the 'New World'. • The importance of Balboa's claim to the Pacific (1513) for Spanish exploration. • The importance of gold and silver from the 'New World' for the Spanish economy. 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 Catholic missionaries for extending Spanish authority in the 'New World'.

Relevant points may include:

- Catholic missionaries spread Christianity to the indigenous population, breaking old religious loyalties and promoting loyalty to Catholicism and, by extension, the Spanish.
- Missionaries spread the use of Spanish as a common language by teaching the indigenous population to read and write Spanish. This extended Spanish control by ensuring a common language of law.
- The presence of Catholic missionaries encouraged further settlement by Spaniards, who could now attend religious services. Further settlement increased Spanish control.
- The missionaries taught the indigenous population Spanish customs, such as how to dress. This weakened indigenous culture, which increased Spanish control over the population.

The importance of **Balboa's claim to the Pacific (1513)** for Spanish exploration.

Relevant points may include:

- Balboa was the first European to sight the Pacific and this enabled other explorers to seek new sea routes from the Atlantic to the spice islands without breaking the Treaty of Tordesillas.
- Balboa claimed the Pacific and all lands bordering it for Spain, legitimising further exploration of the area for Spanish conquistadors such as Pizarro.
- Balboa's claim opened up new routes to Spanish explorers, by proving that there were further sea-exploration opportunities on the other side of the isthmus of Panama.
- Balboa claimed large amounts of pearls and other treasure during the expedition, which encouraged other Spaniards to explore in the region in search of riches.

The importance of gold and silver from the 'New World' for the Spanish economy.

Relevant points may include:

- The amount of precious metals that arrived in Spain caused inflation, leading to goods being overpriced and having a negative impact on the majority of Spain's population.
- The wealth accumulated through gold and silver from the 'New World' encouraged Spain to buy its food and goods from other European countries, leading to unemployment and high prices in Spain.
- The large amounts of gold and silver that Spain took from the 'New World' led to significant increases in Spanish revenues, which enabled them to fund their armies for further conquest.
- The quantity of precious metals being shipped from the 'New World' meant that Spanish convoys were targeted by privateers. This led to increased spending on the Spanish fleet, to protect shipping.

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