

Mark Scheme (Final)

Summer 2025

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 Period study: Spain and the 'New World', 1490–c1555

Question		
1(a)		Explain **one** consequence of the founding of the Spanish settlement at Panama (1519). **Target**: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 2 marks. **AO1**: 2 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 establishment of a settlement at Panama provided access to a deep harbour and therefore enabled further Spanish exploration of the Pacific.
- The establishment of a permanent Spanish settlement in Central America encouraged more Spaniards to migrate to the region, in search of wealth and opportunity.
- The position of Panama was so favourable that the earlier Spanish settlement of Darien was abandoned and Panama became the main Spanish settlement on the Pacific coast.

Question		
1(b)		Explain **one** consequence of the encomienda system. **Target**: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 2 marks. **AO1**: 2 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 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.
- Indigenous labour formed part of the encomienda system. As a result, millions of Indigenous peoples became enslaved.

Question		
2		Write a narrative account analysing Columbus's actions as governor of the Caribbean in the years 1493–1500. You **may** use the following in your answer: • the settlement of La Isabela • rebellions against Columbus 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:

- In 1493, Columbus sailed back to the Caribbean as newly-appointed governor, finding his original settlement of La Navidad abandoned. As a result of this, Columbus founded the new settlement of La Isabela in Hispaniola.
- Using Hispaniola as a base, Columbus sailed around the Caribbean, exploring islands such Cuba and Jamaica. This increased Spanish knowledge of the region under his governorship.
- Having identified suitable land and wanting to encourage Spanish settlers, Columbus set up the encomienda system in Hispaniola, which assigned parcels of land to Spanish settlers. This led to thousands of Indigenous people being forced to work for the Spanish, either farming or mining.
- Having returned to Spain to report on his progress, Columbus journeyed back to the Caribbean in 1498 but found the Spanish colonists in rebellion and the Indigenous population in resistance. Therefore, he requested a commissioner from Spain to assist him in governing.
- The Spanish Crown sent Bobadilla to assist Columbus, but when he arrived, Bobadilla heard a large number of complaints about Columbus.
- As a result of complaints about Columbus, Bobadilla declared himself governor and confiscated Columbus's property. In 1500, Columbus surrendered to Bobadilla and was returned to Spain in chains.

Question		
3		Explain **two** of the following: • The importance of the crusading spirit in Spain (c1490) for Spanish exploration. • The importance of the Spanish conquest of Mexico for the Aztecs. • The importance of the death of Huayna Capac for Pizarro's conquest of Peru. **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 the crusading spirit in Spain (c1490) for Spanish exploration.

Relevant points may include:

- As a devout Catholic, Isabella was inspired by the Church's goal to spread Catholicism to new lands. This led to her sponsorship of Columbus, initiating Spanish exploration.
- The Pope, Alexander VI, issued a papal bull that asserted Spain's right to colonise unknown lands and spread Catholicism. This motivated further Spanish exploration.
- The belief that it was a Catholic duty to convert unknown peoples to Christianity encouraged more Spaniards to take the risk of exploring 'unknown' lands.
- The Spanish Crown believed that Spain had the 'divine right' to possess territories in the 'New World', therefore legitimising further exploration on its behalf.

The importance of the Spanish conquest of Mexico for the Aztecs.

Relevant points may include:

- The Spanish were initially welcomed by the Aztec emperor, Montezuma, but their treatment of the Aztecs led to Montezuma's death, leaving the Aztecs without a leader.
- The Spanish invaders introduced Christianity into Mexico, removed temples and banned existing religious practices. As a result, the Aztecs were unable to follow their own religion.

- Following the Spanish invasion, the Spaniards introduced the encomienda system. This meant that the Aztecs were forced to provide labour and tributes to Spanish *encomenderos*.
- The Spanish invaders brought smallpox with them to Mexico. As a result, many millions of Aztecs contracted the disease and died.

The importance of the death of Huayna Capac for Pizarro's conquest of Peru.

Relevant points may include:

- The death of Huayna Capac left the Incas without a single, strong leader. This made them more vulnerable to Pizarro's invasion.
- Huayna Capac's eldest son died with him, meaning there was no clear heir after he died. This made the empire less able to organise united resistance to Pizarro's invasion.
- Civil war broke out after Huayna Capac's death. Upon discovering this, Pizarro was motivated to exploit the divisions in the empire and move forward with his plans to conquer the territory.
- The lack of a clear heir after Huayna Capac died led to arguments between his two remaining sons, one of whom was willing to work with Pizarro against his half-brother. This enabled Pizarro to attack successfully in spite of his small force.

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