



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCE
History (9HI0) Paper 32

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Grade Boundaries

Grade boundaries for all papers can be found on the website at:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

Summer 2019

Publications Code 9HI0_32_1906_ER

All the material in this publication is copyright

© Pearson Education Ltd 2019

Introduction

It was pleasing to see candidates continue to be able to engage effectively across the ability range with A Level paper 32 which deals with the Golden Age of Spain 1474-1598.

The paper is divided into three sections. Section A contains a compulsory question which is based on two enquiries linked to one source. It assesses source analysis and evaluation skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting five second order concepts - cause, consequence, change and continuity, similarity and difference, and significance. Section C comprises a choice of essays that relate to aspects of the process of change over a period of at least 100 years (AO1). Most candidates appeared to organise their time effectively and there was very little evidence of candidates being unable to attempt all three sections of the paper within the time allocated this summer. Examiners continued to comment on the fact that a significant minority of scripts posed some problems with the legibility of hand writing. Examiners can only give credit for what they can read.

In Section A, the strongest answers demonstrated an ability to draw out and develop reasoned inferences from the source for both enquiries and to evaluate the source thoroughly in relation to the demands of the two enquiries on the basis of both contextual knowledge and the nature, origin and purpose of the source. It is pleasing to note that last summer's advice was taken on board by many candidates and there were fewer examples this summer of candidates suggesting that weight can be established by a discussion of what is missing from a source. This summer there was some evidence of more candidates using often extensive contextual knowledge to drive an answer to the enquiry, rather than using it to illuminate and discuss the source. This resulted in candidates not dealing with the source adequately.

In Section B, examiners were impressed by the number of responses that clearly understood the importance of identifying the appropriate second order concept that was being targeted by the question. However, it continues to be the case that weaker candidates often wanted to turn questions into a main factor/other factors approach, even where this was not appropriate to the focus of the question. Candidates should be aware of key dates, as identified in the specification, and ensure that they draw their evidence in responses from the appropriate time period.

In Section C, most candidates were able to engage with the elements of the process of change that are central in this section of the examination. This is a breadth question and the

questions that are set encompass a minimum of 100 years. Candidates are reminded again that this has important implications for the higher levels in bullet point 2 of the mark scheme. To access bullet point 2 at level 5 candidates are expected to have responded 'fully' to the demands of the question. The requirements of questions will vary and key developments relating to the question may be more specific to the entire chronological range in some questions and options than in others. However, it was judged not possible for candidates to have 'fully met' the demands of any section C question unless at least 75% of the chronological range of the question was addressed. To access bullet point 2 at level 4 candidates need to meet most of the demands of the question. It was unlikely that most of the demands of the question would be met if the answer had a restricted range that covered less than 60% of its chronology.

In both Sections B and C when dealing with AO1, not all candidates demonstrated a secure understanding of what is meant by 'criteria' in terms of bullet point 3 of the mark scheme. Some candidates explicitly state in the introduction to the essay that they are naming the criteria that they plan to use, when in actual fact they are referring to the issues or the factors that will be discussed in the response. 'Criteria' in bullet point 3 of the mark scheme refers to the basis on which candidates reach their judgement, not the issues that are discussed in the process of reaching that judgement. There was some tendency this summer, in all sections of the paper, for some candidates to replicate the words and phrases of the mark scheme in their responses. It is the application of the requirements of the mark scheme that is crucial.

The candidates' performance on individual questions is considered in the next section.

9H10_32_Q01

The source was selected to promote informed analysis of both enquiries. The majority of responses revealed a sound knowledge of the topic, and there was much accurate historiography, but the answers were not always rooted in the source itself. There was also limited use of the attribution when it came to evaluation.

Consideration of the first enquiry identified a range of points, e.g. the influx of precious metals and the burden of the debt incurred by the Crown, which were often backed up with accurate and impressive contextual knowledge. The second enquiry was often less developed although many candidates discussed the impact on trade and regional differences. The moral impact was not addressed by many candidates and a significant number felt he was not reliable because he was not an economics expert. In this respect it was disappointing that more candidates did not recognise the significance of the final section of the attribution.

9H10_32_Q02

This question was addressed effectively by the majority of candidates. They recognised the personal devoutness of Isabella and her determination to bring greater unity to Spain. A range of other factors were identified, e.g. Ferdinand and Torquemada, explained and illustrated and then weighed against the nominated factor. Some answers were lacking in specific development and this led to a tendency to assertion rather than substantial judgement.

9H10_32_Q03

This question was addressed effectively by most candidates who identified and addressed points on both sides of the argument. In some cases more specific illustration and explanation would have promoted more substantial overall judgement.

9H10_32_Q04

This question was generally tackled effectively with candidates explaining and illustrating the significance of the Battle of Pavia and weighing it against a sound range of other factors spanning the timeframe. Some candidates neglected the period prior to the nominated factor and this had implications for the level awarded to BP2. In some cases a good range of material was identified but there was a description of events rather than an assessment of relative significance. It is essential for the award of a high level that the response is a reasoned argument and not a running commentary.

9H10_32_Q05

This was the least popular of the questions in Section C. A significant proportion of candidates focused almost entirely on the 'drain on resources' and, therefore, neglected the first half of the timeframe. This also meant that they often did not consider the positive points, e.g. financial through tax revenue and trade, about the Netherlands. There were some impressive responses but too many that lacked balanced argument.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

Section A

- Candidates should ensure that they deal with both enquiries
- Candidates should aim to draw out reasoned and developed inferences that go beyond comprehension of the sources
- Candidates should move beyond stereotypical approaches to the nature, origin and purpose of the source. Comments about this should be specific to the provided sources rather than generic comments that might apply to any source
- Contextual knowledge should be used to illuminate and discuss what is in the source, rather than provide an answer to the enquiries

Sections B and C

- Candidates should not assume that every question will require a factor/other factors approach
- Candidates should avoid a narrative/descriptive approach; this undermines the analysis that is required for the higher levels
- Candidates must be aware of key dates, as identified in the specification, so that they can address questions with chronological precision
- Candidates should aim to range across the breadth of the chronology in Section C questions. This entails not just the bookend dates but some range across the whole chronology within the parameters of the specification.