



# Examiners' Report

## June 2019

### GCSE History 1HI0 P1

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June 2019

Publications Code 1HI0\_P1\_1906\_ER

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# Introduction

The Period Study focuses on an understanding of the unfolding narrative of a time period, with candidates required to answer three questions targeted at Assessment Objective 1 (Knowledge and Understanding) and Assessment Objective 2 (Analysis of Second Order Concepts).

As of the 2019 series, the Period Study forms a separate booklet to the British Depth Study sat during the same examination. Candidates should be reminded not to answer the British Depth Study questions in the Period Study booklet, or vice versa, and where extra paper is used, to ensure that separate sheets are used for the Period Study and the Depth Study, with each attached to the relevant booklet.

Q1 will always focus on consequence, requiring candidates to explain two valid consequences, giving equal attention to both. It is deliberately designed to be accessible to the entire ability range. However, some candidates provided more detail than was necessary, leaving less time to address higher tariff questions.

Q2 focuses on analytical narrative. The analytical narrative will always focus on a period containing events or ideas that can be perceived as a sequence; this could cover a number of years or a much shorter period. Candidates should be clear about the time span of the question to ensure they cover an acceptable range and what it is the narrative is designed to analyse. It is vital they understand the narrative concept, with the sense of a beginning, development and end, rather than produce three paragraphs which do not directly link. These stimulus points serve a different purpose to those on other questions: they will be useful reminders to candidates of sign posts along the narrative and not things they need to develop. Candidates do not need to use these stimulus points but there is an expectation that there will be some depth of knowledge, shown by three discrete points in the narrative being covered, although this does not mean candidates need to identify three different events.

For Q3 candidates are required to analyse the importance of an event/person/development. The question focuses on what difference the event/person/development made in relation to situations and unfolding developments. They have to answer two topics out of a selection of three. Responses ranged from impressive analysis focused on the appropriate second-order concept (AO2), which were supported with accurate, relevant and good knowledge (AO1), to those from candidates that offered simple comment with limited knowledge for support.

Progression in AO1 is shown by a candidate's increasing ability to select information precisely and to show wide-ranging knowledge and understanding. Progression in AO2 is shown by a candidate's response moving from simple or generalised comments to analytical explanations which show a line of reasoning that is coherent, logical and sustained. Centres are reminded that the indicative content in the mark scheme does not imply what must be included in a response nor does it give any expectation as to how candidates are expected to structure their responses.

In this series there was a noticeable increase in the number of responses with difficult handwriting. Candidates should be made aware that examiners can only credit what they can read.

## Question 1

In Q1 candidates are asked to provide two valid consequences of the encomienda system. There are 4 marks available for each consequence, with candidates required to identify and explain a consequence (AO2) supported with specific information, showing good knowledge and understanding (AO1). The explanation needs to show the link between the event and the consequence and not simply describe something that happened after the event. Most candidates understood the second-order concept of consequence and were able to explain consequences for different groups of people, for example, the native population and the *encomenderos* themselves, or divided their answer into a short-term consequence and a long-term consequence. This helped to ensure that few candidates simply rephrased the same consequence and meant that two discrete consequences were developed each time.

The most common responses involved an explanation of changes the encomienda system brought to the native population, in terms of their enslavement and the loss of their culture and religion. There was also a clear understanding of the benefits of the system for the Spanish and it was pleasing to see that candidates were able to grasp that consequences can be both positive and negative. There was some impressive knowledge demonstrated regarding the introduction of the system by Ovando and its eventual renovation as a result of the New Laws.

A significant proportion of candidates wrote about the impact of diseases such as smallpox, which was not a direct consequence of the encomienda system and therefore not rewardable in level 2. A number of candidates were limited in level 1 as they described the features of the encomienda system rather than explaining the consequences.

### Consequence 1

Natives were enslaved to work for the Spanish. They had to find gold which they were allowed to keep some but most of it went to the Spanish treasury.

### Consequence 2

Settlements were made ~~of~~ on the countries of the new world. This meant that the Spanish could live there without having to pay tax. ~~but th~~ This meant that the Spanish could spread Christianity.



In this response, the candidate has focused more on describing the features of the encomienda system than the consequences of it, although the final sentence in the second example does approach the focus of the question. Therefore, there is only a simple comment relating to the second order concept, although the information about the topic is more specific.



Focus on what changed as a result of the topic in the question, rather than using time to explain what the topic itself is.

### Consequence 1

One consequence of the encomienda system was the treatment of natives. Natives were forced to work in return for protection from Spaniards. This led to natives being treated as slaves which was unfair. Natives also lost a lot of freedom to Spaniards and conquistadors as they controlled them through the encomienda system.

### Consequence 2

A ~~another~~ consequence of the encomienda system was that it gave Spain a lot of control over people. The Spaniards would be able to get what they wanted in return for slave work. The Spanish abused the encomienda system as they used it for their own advantage.



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The candidate has identified two different consequences, supporting with generalised information about the topic. The candidate is a little repetitive, particularly in the first consequence, offering a rephrasing of the notion of forced labour rather than supplying knowledge of the consequences of this for the native population.



Use specific knowledge to explain each consequence identified. A good consequence answer will have a cascade of smaller consequences leading from the initial consequence.

#### Consequence 1

~~The~~ A consequence of the encomienda system was that many natives were forced into slavery. Natives had to pay tributes to their encomenderos in the form of goods such as treasure or as labour. The ~~labor~~ natives were treated cruelly during the labour and were overworked. Because they were treated as slaves many natives died either from cruel treatment, European diseases such as ~~the~~ smallpox ~~and~~ or were killed by ~~the~~ the Spaniards.

#### Consequence 2

A second consequence is that ~~the~~ ~~the~~ the native's culture was destroyed. In exchange for paying tributes the Spanish were supposed to protect the natives ~~from~~ from other natives or Europeans looking to exploit them. In addition, they were baptised and forced into Christianity and expected to give up any other religions. Natives were taught how to behave and dress as 'proper Christians'. This ~~led to the~~ ~~and~~ caused the destruction of their culture as the natives became more 'Spanish'.



This is a very strong response, in which the candidate correctly explains two consequences, supporting each one with evidence. The first consequence is slightly weaker than the second, as the supporting information lacks precision; more specific content could be included here around mine working or brutal plantation conditions, rather than referencing Spanish cruelty or smallpox, neither of which were direct consequences of the encomienda system.



For top marks, ensure that the supporting information you select is very precisely linked to the topic in the question.



## Question 2

The majority of candidates were able to provide a narrative that clearly highlighted a beginning, middle and end, covering the narrative aspect of the question. It was clear that candidates had been taught to use language which demonstrated analysis of links (e.g. 'consequently', 'which resulted in') which was apparent even if they had limited knowledge. A large proportion of candidates were able to explain the discovery of San Salvador, Martin Pinzon's abscondment, the shipwreck of the Santa Maria and the founding of La Navidad. In the mid-range, candidates were able to extrapolate from the stimulus points but were limited by their inability to expand further than them.

A large percentage of candidates focused on events outside the scope of the question, for example, explaining Columbus's problems in obtaining sponsorship, the incident at Samana or his subsequent voyages and eventual imprisonment, none of which relate to the exploration of the region within 1492. Often this did not detract from the AO2 strand as these events fall before and after the topic in question and so candidates were still able to write a correct sequence of events with analysis of the linkage among them. However, this often had an impact on the AO1 mark, as candidates, of necessity, wrote more briefly about the relevant content points as a result of writing about events that were out of scope. It was clear that some candidates had been well prepared for this style of question and realised that the date range could be as brief as four months (as was the case here) or span many years. The best answers considered the wording of the question carefully and ensured that they focused on the date range specified.

A number of responses were left blank. This was surprising, since the topic of the question – Columbus's exploration – forms a large part of the specification and is likely to be the first point of content that students study. Although accurate chronology and specific detail are desirable, answers were still rewarded for relevant content and therefore, a number of responses reached level 2 even if they did not provide a coherent narrative.

Christopher Columbus is an explorer who wanted to go to the ~~east-~~indies. But he didn't have the money so he went to Queen Isabella and Ferdinand for a sponsorship but was denied. After that he tried England, France ~~for~~ and Portugal but all of them denied. So, he tried Queen Isabella and King Ferdinand again and succeeded as Isabella was ~~the~~ keen to spread Christianity. Now he has money for men, ships and supplies he set off in 1492, to the east-indies.

It took 6 weeks until they spotted what they thought was the east Indies. When he arrived the natives seemed friendly and welcomed him. He saw that they were wearing gold ornaments and ~~they~~ asked them were it was so they could take it back to Spain.



This candidate has spent a large proportion of the time they allocated to this question explaining the issues that Columbus had finding sponsorship. For this reason, only the second paragraph is rewardable. There is some sequencing of events which places the response in level 2 for AO2. Good understanding is shown, but the supporting information is limited, placing the response very low in level 2 for AO1. Therefore, using best fit marking, this response scored 3 marks.



Focus carefully on content relevant to the topic specified.

One key event of Columbus's exploration of the Bahamas and the Caribbean was San Salvador. Columbus arrived in San Salvador which was then known as Guanahani or with the Pinzon brothers on their three ships, the Pinta, Santa Maria and another ship. Once they arrived they realised that the island was full of gold and wanted to further explore and take control of the island. After making this discovery he decided to go back to Spain and tell his sponsors King Ferdinand and Isabella about these discoveries. Because of this he left other Spanish crew members in charge of San Salvador.

Another key event of Columbus's exploration of the Bahamas and the Caribbean was the shipwreck of the Santa Maria. After Columbus returned to San Salvador, he realised his biggest ship the Santa Maria had sunk due to coral in the water, he then decided to use the wreckage from the ship to build a settlement on the

island known as La Navidad as it was built near christmas time. This was a huge event in columbus exploration as it showed how he was able to take over and take control of another island.

Another key event of columbus's exploration of the Bahamas and the caribbean was his further exploration of Haiti. After his discovery of san salvador where he saw an opportunity to find huge amounts of gold, he decided to continue his voyage onto Haiti where he hoped to also take control and gain more power and wealth for himself as well as spain.



The candidate demonstrates very strong knowledge of the period and is able to provide specific names and places. However, this is not supported by a strong understanding of the chronology of events and the candidate has muddled the order of Columbus's activities in the New World, leading to a level 2 score against AO2. The candidate appears to have developed the stimulus points in order, adding a point afterwards, rather than considering how the prompted events fit into the wider narrative. This means that the answer scored at the top of level 2 with 5 marks.





Avoid list-like approaches, eg 'A key event...Another key event...' and instead focus on how the events cascade into each other, using connectives such as, 'Consequently', 'As a result' and 'This meant that'. Develop chronological understanding by memorising brief timelines that can be used to help plan your answer.

To start, in 1492, after weeks at sea, Columbus's three ships, the Niña, Pinta and Santa María landed in San Salvador where they became aware of Tainos wearing expensive golden jewelry. Because of this, Columbus grew eager to search for gold and this led to him searching the island for it - the men found none.

Shortly after this, Martín Pinzón, the captain of the Niña abandoned Columbus on a personal search for gold as Columbus had not yet discovered any. He took with him the Niña and travelled North. This led to Columbus a loss of Columbus on a ship for Columbus so it became harder to transport his men around the Caribbean in his voyage.

These problems were augmented when Columbus' own ship, the Santa María was shipwrecked near Haiti. This led to Columbus commanding his men to scupper the ship and strip it for timber. In December 1492, these timbers were used to construct a settlement, La Navidad, because not all of Columbus' men could return to Spain on the Pinta. As a consequence, Columbus left

around half of the men behind ~~to~~ so they could attempt to discover gold and make deals with the natives whilst he returned to resupply and report his success to the King, Ferdinand and Queen Isabella so he could gain the title 'Admiral of the Ocean Sea'.



This level 3 response demonstrates all of the key features of the analytical narrative that examiners hope to see. The candidate has accurately sequenced a beginning, middle and end, using analytical linking words such as 'augmented' to demonstrate how one event led to the next. Although the candidate has confused the Nina and the Pinta, this minor error does not detract from the overall narrative and the strong performance at AO2 is enough for this to be awarded full marks.



When aiming for the top of the mark scheme, consider how analytical language can be used to create a stronger sense of the unfolding narrative and build complex sentences to show how events link. The final sentence of the second paragraph is a good example of this.

## Question 3

For Q3, candidates select two 8 mark questions from a choice of three, based on the second order concepts of significance and consequence.

Candidates had to explain the importance of two of the following three topics: the founding of Panama (1519) for Spanish exploration; Cortes's actions as Governor and Captain-General of New Spain for Spanish control of Mexico; the discovery of silver in Bolivia for the expansion of the Spanish Empire in the New World. There was a fairly even spread of responses across all three options.

Level 3 responses were produced by candidates who addressed the importance of the first development named in the question as a factor influencing the second development, supported by good knowledge and understanding. For example, this could be achieved by explaining that the discovery of silver in Bolivia led to the founding of Potosi and a subsequent wave of migration to the surrounding area, consolidating Spanish imperial control. Where the candidate explained the importance of the factor in general, for example, by explaining that the founding of Panama provided more land for the Spanish in the New World, they most often scored in level 2. It was pleasing to see fewer narrative approaches to this question, which featured heavily last summer.

For the first option, candidates were almost always able to correctly identify the location of the isthmus of Panama, linking it with the riches of the surrounding waters and further exploration in the Pacific. At level 3, candidates noted that the settlement was accessible from the east coast, via the isthmus, and demonstrated excellent knowledge of the specific route taken. Lower level responses confused Panama with Darien, linking the founding of Panama with the discovery of the Pacific, although these events took place six years apart. A number of candidates posited that the founding of Panama made Magellan's voyage possible, displaying a poor grasp on both the chronology and geography of the topic.

The question on Cortes was perhaps the least well answered of the three options as a large proportion of candidates focused on Cortes's conquest of the Aztecs, displaying excellent knowledge of the events that led to the death of Montezuma, which was unfortunately entirely outside the scope of the question and perhaps suggests that candidates were over-reliant on revising answers they had written to the 2018 series. Where good answers were given, these tended to focus on the reorganisation of Aztec society and the spread of the Catholic religion, which the best candidates linked to the expansion of Spanish control. There was some confusion between Mexico and Peru, with candidates often incorporating sections of Pizarro's exploration or referring to the Aztecs as Incas: this highlights the perennial challenge of the Spain and the New World topic, which is the many similarities between the different sections of the course.

Where candidates attempted the Bolivia option, the most common feature of level 2 answers was a lack of in-depth knowledge of the importance for expansion in the New World, with an over-reliance on the development of Spanish trade with other countries and the problems caused for the Spanish economy by the huge influx of silver. Level 3 responses typically had specialised knowledge and referred to the Casa de Contratacion and pieces of eight, or were able to explain the growth in mining-related industries and subsequent influx of Spaniards into the region, leading to the expansion of settlement.



- ☒ The importance of the founding of Panama (1519) for Spanish exploration.
- ☒ The importance of Cortes's actions as Governor and Captain-General of New Spain for Spanish control of Mexico.
- ☒ The importance of the discovery of silver in Bolivia for the expansion of the Spanish Empire in the New World.

The founding of Panama was important for Spanish exploration because if Balboa didn't sail through the isthmus of Panama in 1513, ~~Pedro de~~ Espinosa and Pedriotas would not have been able to discover it properly. This resulted in new land for Spain to explore and conquer. This would increase their power or motives to either trade or enslave them.

Another reason why the founding of Panama was important for Spanish exploration was because it helped Spain's economy ~~and more~~. This meant that Spain were a more wealthy country and more well-known. This wealth went towards other conquistadors exploring so without the founding of Panama, there would have been a lack of resources.

Furthermore, the founding of Panama was important for Spanish exploration as it could help spread religious ideas. Spain was a Catholic country and it was important that they ~~was~~ spread Catholicism for the strength of their country.



In this level 2 example, the candidate demonstrates good generic knowledge that would be applicable to the conquest of most regions of the New World, lacking specific knowledge of Panama and failing to make a link between its foundation and further exploration. Some relevant information around the names of the conquistadors has been included, lifting this answer to the top of the level.



Draw on the common themes of the course to help you formulate an answer but ensure that you have enough finger-tip detail about the different regions and stories of the specification to provide an answer specific to the topic in question.

- ✘ The importance of the founding of Panama (1519) for Spanish exploration.
- ✘ The importance of Cortes's actions as Governor and Captain-General of New Spain for Spanish control of Mexico.
- ✘ The importance of the discovery of silver in Bolivia for the expansion of the Spanish Empire in the New World.

Cortes's actions as Governor and Captain-General of New Spain were important for strengthening Spanish control of Mexico ~~were~~ important as the Aztecs and other native tribes were completely ~~and~~ overcome. Once Cortes had taken control of Tenochtitlan in 1522, Aztec temples and buildings were ~~completely~~ burnt down and destroyed, and were replaced with Spanish style buildings and Catholic churches. This was significant as the Aztec culture was completely destroyed, and was therefore a symbol of Spanish control over Mexico and Spanish dominance in the New World. Furthermore, roads were rebuilt wider and this was to facilitate army movements and make sure horses and trade cars could easily travel. This meant Cortes had rebuilt a version of Spain on the old Aztec civilisation and therefore ~~subdued~~ <sup>diminished</sup> any chance of Aztec rebellion, and ~~consolidated~~ <sup>built a strong</sup> Spain's power base for further Spanish conquest in the New World.

Cortes's actions as governor in New Spain were also important for Spanish control of Mexico as all natives were converted to Christianity. This meant that Spain had succeeded in their mission of the crusading spirit, and it showed that all natives were under Spain's power.



The candidate has focused on the actions that Cortes took after his conquest and provided three specific examples, which places this answer in level 3 for AO1. An attempt has been made to address the importance of these actions for Spanish control, using phrases such as, 'This was significant as...'. However, the development is not focused on the expansion of control and this is left implicit or directed at an alternative focus, for example, further exploration. Therefore, the response scores on the cusp of level 2 and level 3 for AO2. Best fit marking leads to an overall score of 6 marks.



Link analysis to the conceptual focus of the question, but this does not need to be overly complex: a simple link between a diminished chance of rebellion and improved Spanish control over the Aztecs would be enough here.

- ✗ The importance of the founding of Panama (1519) for Spanish exploration.
- ✗ The importance of Cortes's actions as Governor and Captain-General of New Spain for Spanish control of Mexico.
- ✗ The importance of the discovery of silver in Bolivia for the expansion of the Spanish Empire in the New World.

The discovery of silver in Bolivia for the expansion of the Spanish empire in the new world was important because it led to Spain expanding its empire. From the discovery of silver, silver mines had to be dug to extract pure silver which could then later be smelted into silver coins. This process was undergone by the natives who were enslaved by the Spaniards under the encomienda system, in which natives were forced to work and in return, received protection from the natives. Additionally, missionaries were used near silver mines in Potosi, Bolivia, to convert natives into Christianity and to spread faith. This was important for the expansion of the Spanish empire in the new world as it allowed Spain to expand its empire by gaining more wealth in order to rival with countries such as Portugal and France who aimed to beat Spain, in terms of wealth.

The discovery of silver in Bolivia was also important for the expansion of the Spanish empire in the new world because it led to the founding of La Paz. La Paz was founded in 1548, with Bolivia as its admin centre situated near



silver mines. La Paz aimed to track all goods leaving and entering the New World. This was important for Spain as it allowed them to keep check and track of all goods that entered the New World. Merchants from all over the world would travel here to trade. Due to the discovery of silver, Spain was able to easily set up La Paz near silver mines where the natives would work in mines such as Potosi.



This response shows exceptional knowledge and understanding of the processes involved in the mining of silver in Bolivia and the changes made by the Spanish to facilitate this. The candidate is also able to link the mine to the founding of La Paz, a key aspect of the specification. This answer scores in level 3 against both AO1 and AO2. However, it is slightly weaker on AO2 as the link to the conceptual focus of the question – the expansion of the Spanish Empire – is poorly developed at the end of the first paragraph, with a reference to wider trading with other European countries rather than drawing out the impact of the encomienda system and the work of missionaries in the New World. Therefore, this answer scored 7 marks.



Ensure that any analysis of significance is based both on the conceptual focus of the question and the content selected for the rest of the paragraph.

## Paper Summary

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

- Share the knowledge that you have learned: if you are not sure how to answer the question, pick out the topic specified and write down what you can remember about it. Aim to write something for every question.
- When tackling Q1, ensure the explanation shows the link between the event and the consequence and don't simply describe something that happened after the event.
- On Q2, make sure that you focus on the date range specified in the question and don't waste time writing about things that happened before or after.
- On Q2, make sure your narrative response has a beginning, middle and end. Don't write it in the first person or as a story – a historical narrative is like a television documentary, as opposed to a drama, and it needs to be clear that the events you're writing about actually happened.
- On Q3, read the question really carefully to make sure you are selecting the correct content for your answer.
- Good answers on Q3 will explain why the development/event/person specified was important, but better answers explain the impact they had on the second development/event/person named in the question. So try to ensure that you can explain the impact **for** the second development/event/person, rather than keeping it general.

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