



Examiners' Report

Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCSE

In History (1HIA)

Paper P1 Period study

Option P1 Spain and the 'New World', c1490-
c1555

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

Summer 2022

Publications Code 1HIA_P1_2206_ER

All the material in this publication is copyright

© Pearson Education Ltd 2022

Paper Introduction The Period Study focuses on a time span of at least 50 years and requires students to understand the unfolding narrative of substantial developments and issues associated with the period. All three questions target AO1 (Knowledge and Understanding) and AO2 (Analysis of Second Order Concepts). Progression in AO1 is shown by a student's increasing ability to select information precisely and to show wide-ranging knowledge and understanding. Progression in AO2 is shown by a student's response moving from simple or generalised comments to analytical explanations which show a line of reasoning that is coherent, logical, and sustained. The two AOs are equally weighted on all the three question types.

Q1 focuses on consequence, requiring students to explain two valid consequences (2 x 4 marks)

Q2 focuses on analytical narrative and the concepts causation, consequence, and change. The question includes two stimulus points and focuses on a specific period containing events or ideas that can be analysed as a sequence of events (8 marks)

Q3 focuses on the importance of an event/person/development in relation to situations and/or unfolding developments. Students answer two questions from a choice of three (2 x 8 marks)

Centres are reminded that the indicative content in the mark scheme does not imply what students must include in responses nor does it give any expectation as to how students are expected to structure their responses.

Q1 Introduction Students at Level 2 showed a good understanding supported with specific information on the consequences of the death of the Inca, Huayna Capac. For Level 1 responses gave more generalised information about the topic. There were a number of responses with either unrewardable material or a blank response.

Q1 Commentary Level 2 consequences for AO2 following the death of the Inca, Huayna Capac often included the division of the Empire, the Incas being more vulnerable to attack, and the increasing likelihood of conquest by Spain. These consequences were supported with specific information for AO1 such as the two sons Atahualpa and Huascar both succeeding as heirs, a civil war making attack more likely and therefore encouraged Pizarro, even with limited forces, to attack the Incas. Responses in Level 1 were very generalised for both AO1 and AO2 with comments such as 'there was a lot of conflict' and 'the natives could soon be controlled.'

Both consequences were awarded high Level 2. Consequence 1 reaches AO2 Level 2 with the comments 'there was a civil war' and 'divided the land.' For AO1 specific information for Level 2 is shown with the two sons' names and Atahualpa's orders to kill Huascar by 1532. Consequence 2 reached AO2 Level 2 with 'Spain could exploit the unrest' and 'despite his warm welcome.' For AO1 specific information is shown with Pizarro's arrival in 1532.

Spain and the 'New World', c1490–c1555

Answer ALL questions. Write your answers in the spaces provided.

- 1 Explain **two** consequences of the death of the Inca, Huayna Capac.

Consequence 1

One consequence of the death of Huayna Capac was that there was a civil war between his two sons Huascar and Atahualpa. They had divided the land and each ~~wanted~~ ruled a part, however they came into conflict over power. By 1532, Huascar had been killed by orders of Atahualpa and he was the sole ruler of Peru.

Consequence 2

Another consequence of the death of Huayna Capac was that Spain could exploit the unrest to conquer Peru. When Pizarro arrived in 1532, all he needed to do was defeat Atahualpa. Despite his warm welcome the Spanish intimidated the Incas with 180 men and horses and arrived early in Cuzco Cajamarca square. They took Atahualpa prisoner and he was eventually garrotted for treason. As a result, Manco was installed

Q1 Examiner Tip Students occasionally offer two responses covering the same content for both Consequences. Examiners can then only reward one of the responses. Students should therefore ensure that their two responses for Q1 cover different content. It is also important for students not to waste valuable examination time by writing far more than is required for the two Q1 responses.

Q2 Introduction There were some impressive analytical narrative responses for this question showing good knowledge and understanding of Montezuma's actions during the conquest of

Mexico by Cortes in the period 1519-20. Some students however added information about events outside of these years. This lost valuable time as well as often creating responses which lacked coherence or organisation; thereby preventing access to Level 3. To secure high Level 3 students need to understand the narrative concept, with the sense of a beginning, development, and end, rather than produce three paragraphs which are not linked. On question two the stimulus points serve as useful reminders to students of the chronology of events in the stated period. The stimulus points do not have to be used but there is an expectation that there will be some depth of knowledge in the narrative covered.

Q2 Commentary Level 3 responses were often impressive analytical narratives showing good knowledge and understanding of events within the specified time frame of 1519-20. These responses were clearly focused on Montezuma's actions: frequently starting with Montezuma's greeting the Spanish, the giving gifts and invitations leading to him meeting with Cortes at Tenochtitlan, becoming a puppet ruler, allowing the Spaniards to introduce Catholicism and Montezuma's death leaving the Aztecs without a firm leader thereby creating the opportunity for the Spanish to take control with relative ease. Level 2 responses were often less focused on Montezuma and focused on Cortes' actions or on the Spanish conquest of the Aztec Empire more generally. This invariably meant that both AO1 and AO2 remained in Level 2 with descriptions that included material such as Cortes' first arrival in Mexico or accounts of the fall of the Aztec Empire and Cortes' appointment as governor and captain-general of New Spain in 1523. Other Level 2 responses remained within the time frame of the question but were dependent on the stimulus material and offered a simple account of Montezuma greeting the Spanish who then soon demanded that Catholicism was imposed leading to Montezuma's failed attempts to bring peace and eventually being killed. Level 1 responses were often a simple addition of information to the stimulus points such as 'the Catholic symbols offended many people'.

The response is Level 2 for both AO2 and AO1. The second paragraph with 'furthermore, this led to' and 'as a result lead to' shows some linkage of events for AO2 Level 2. Montezuma's greeting and welcoming, the Spanish demands to follow Catholicism and the spreading of Christianity fulfil the requirements of AO1 at Level 2.

2 Write a narrative account analysing Montezuma's actions during the conquest of Mexico by Cortes (1519–20).

(8)

You **may** use the following in your answer:

- Tenochtitlan
- Catholic symbols

You **must** also use information of your own.

Firstly, upon arrival of the Spanish, the Aztec ruler Montezuma's greeted and welcomed the Spanish by gifting them with tributes. This however the Spanish however saw this as an indication that the natives would be ~~easy~~ easy to conquer and enslave due to there hospitality.

Furthermore, this lead to the Spanish becoming hostile and demanding the native's to follow catholicism and christianity. Montezuma was against the ~~conversion~~ demand of conversion. This as a result lead to the killing of Montezuma and the Spanish putting up catholic symbols in Mexico. Th They did this so they could finally have their ~~control~~ ~~MONA~~ monopoly of spreading christianity to the natives.

Q2 Examiner Tip Students should make sure they focus on the time frame given in the question and that links are made in their narrative account rather than writing a series of events with no linkage. For AO2 at Level 2 and above the explicit and frequent use of language such as 'as a result of' or 'this led to' helps students produce suitably analytical responses.

Q3 Introduction Each of the Q3 options produced a different pattern of student responses. The first option on Columbus had responses covering the entire mark range and students appeared to be able to access both AO2 and AO1 fairly equally. The encomienda question attracted a slightly lower mark with many responses able to access the higher levels for AO2 more easily than for AO1. The Magellan question was answered by the least number of students, but the responses were often awarded high Level 3 with both AOs secure and therefore often gaining full marks.

Q3-1 Commentary Level 3 responses for AO2 focused on the importance of Columbus's expeditions to the Caribbean for Spain's foreign ambitions by increasing Spain's wealth, spreading Christianity, controlling trade routes, and creating a base for further exploration. For Level 3 AO1 examples of accurate and relevant information included the House of Trade establishing a monopoly controlled by Spain, Ferdinand and Isabella's issuing of clear instructions and rules to missionaries and the Laws of Burgos in 1512 laying down regulations to be imposed by Spanish officials. Level 2 responses gained AO2 for comments such as 'to build and develop the Spanish Empire', 'to get money for Spain' which was backed up with Level 2 AO1 accurate and relevant information such as converting people to Christianity, controlling trade and enslaved peoples working for the Spanish. Level 1 responses were generalised comments such as 'giving Spain the chance to make more money' and 'Spain could spread its ideas to people it controlled.'

Q3-2 Commentary Many students who opted for the importance of Magellan's voyage for the Spanish Empire question produced very thorough and detailed responses that gained both AO2 and AO1 at Level 3 and therefore often full marks. Level 3 responses for AO2 focused on the importance of Magellan's voyage for the Spanish Empire by providing a westerly route to the Spice Islands, allowing the Spanish Empire to expand, allowing for the growth of Spanish trade, and bringing significant prestige to Spain. Examples of AO1 often used included Magellan's voyage being the first voyage to circumnavigate the globe, not breaking the Treaty of Tordesillas and the Philippines and the Spice Islands claimed for Spain. The few Level 2 responses tended to write more of a narrative of Magellan's voyage with a limited or implicit focus on its importance for the Spanish Empire. There were very few responses in the lower Levels for this question.

Q3-3 Commentary Level 3 responses for AO2 focused on the importance of the encomienda system for Spanish control over the native population with responses referring to the system as 'institutionalised slavey', 'deliberately weakening the natives', 'forcing the Spanish to be seen as superior', 'not allowing the population to be strong enough to challenge the Spanish.' For AO1 at Level 3 responses included accurate information on the system's early use by the Spanish to enslave Indians in Haiti, having to pay 'tribute' to the Spanish, the Laws of Burgos created in 1512 to uphold the system and Las Casas' attempts to abolish the system. Many high scoring responses also explained that as a consequence of the hereditary nature of the encomienda system families were encouraged to move and settle permanently in the New World. Level 2 responses often focused more on living and working under the encomienda system with natives attached to Spanish *recommenders* who were responsible for them, the lack opportunities for rebellion, having to pay tribute to the Spanish in gold or goods and being forced to convert to Catholicism. Level 1 responses were general comments on the loss of local culture, having to live under strict rules and the use of punishments.

Both Q3 responses were awarded low Level 3. Both show an analysis of importance for AO2 at Level 3. For the Magellan option comments such as 'boosted Spanish reputation,' 'boosted their power in Europe' and the encomienda system includes 'it became easier for them,' 'increased Spanish control,' show some analysis of importance. Both responses have added accurate and relevant information to reach the criteria for AO1 at Level 2 with comments in the first response on Spanish-Portuguese rivalry, Magellan's discovery of a westward route and his sighting of the Philippines. The encomienda response has some AO1 with the comments on guns and being forced to pay with labour.

Indicate your FIRST choice on this page.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

- The importance of Columbus's expeditions to the Caribbean for Spain's foreign ambitions.
- The importance of Magellan's voyage for the Spanish Empire.
- The importance of the encomienda system for Spanish control over the native population in the New World.

Philippines

Magellan's voyage was important for the Spanish empire because his circumnavigation boosted Spanish reputation in Europe. Spain and Portugal were rivals in Europe at the time, over who had the most ~~control~~^{power} and largest empire. Magellan's voyage was impressive as nobody had succeeded at sailing such distances. This boosted Spain's reputation because they achieved a ~~more~~ ⁱⁿ very impressive trip, and Portugal hadn't.

Magellan's voyage was also important for the Spanish empire because of the discovery of the Philippines. This discovery proved that Columbus was correct, and there was a westward sea route to the Spice Islands. In the Philippines, Magellan found ~~to~~ gold and silver, and many valuable spices. This made

lots of money for Spain, which boosted their power in Europe. They also claimed the Philippines as theirs, adding to their empire.

Indicate your SECOND choice on this page.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

- The importance of Columbus's expeditions to the Caribbean for Spain's foreign ambitions.
- The importance of Magellan's voyage for the Spanish Empire.
- The importance of the encomienda system for Spanish control over the native population in the New World.

pleased spanish
Slave /
controlled natives
no food

The encomienda system was important for Spanish control ^{over the natives} because ~~the natives were scared~~ ^{the natives were scared} ~~that they would be treated as slaves~~. This pleased the Spanish because it meant they did not have to do anything, and it became more easy for them to live there. ~~As a result, the Spanish didn't know as they were happy enough not to.~~ This ensured Spanish control of the natives because the Spanish threatened the natives with guns into doing the Spaniards' work. This made them too scared to revolt as the natives were unfamiliar with guns, and increased Spanish control of the natives.

The encomienda system was also important for the Spanish control over the natives because they were starving. The system said that the Spanish would keep the

natives safe if they provided the Spanish with money ~~or~~, labour or food. Few of the natives had any money or gold so were forced to pay with labour or food. If they paid with labour, they would have no time to grow crops, or if they paid with food, they were just giving it away. This resulted with hundreds of starving natives who didn't have energy to revolt from the Spanish - many died of ~~the~~ starvation. This increased Spanish control of the natives.

Q3 Examiner Tip Students should ensure that they keep to any timeframe given in the question and ensure that they focus their response on what difference the specified event/person/development etc made to how subsequent events unfolded.

Paper Summary Based on the performance seen on this paper, students are offered the following advice:

Make sure that you attempt all four questions.

For all questions add accurate and relevant information to show your knowledge and understanding of events.

Q1 explain a link between the event and the consequence and do not simply describe or state something that happened.

- ♦ Q2 focus on the date range specified in the question and ensure the events or developments in your narrative are linked together to show a clear sequence of events.
- ♦ Q3 explain the impact the development/event/person had on the second development/event/person named in the question.

Examiners reported that a poor standard of handwriting made a number of answers difficult to mark and exacerbated the difficulty in understanding a badly-expressed answer