



# **Examiners' Report**

## **June 2024**

**GCSE History 1HI0 P1**

## Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from 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](http://www.edexcel.com) or [www.btec.co.uk](http://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](http://www.edexcel.com/contactus).



### Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus). Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

### 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](http://www.pearson.com/uk).

June 2024

Publications Code 1HI0\_P1\_2406\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2024

## Introduction

The Period Study focuses on a time span of at least 50 years and requires candidates to understand the unfolding narrative of substantial developments and issues associated with the period. In this examination candidates answer three questions which all target AO1 (Knowledge and Understanding) and AO2 (Analysis of Second Order Concepts). Both AOs are assessed equally on all questions. 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 basic 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. It was noted this summer that there are still some candidates that respond to Question 2 by writing a first-person narrative account, sometimes written in the form of a letter or diary entry. Such responses should be avoided; it is extremely unlikely that any AO2 can be awarded for any such responses and only a limited application of AO1. In addition, centres are reminded that where candidates use extra paper, it needs to be on a separate sheet from any extra paper used for Paper B. Also, if candidates have special consideration for writing examinations, the responses for Paper P and Paper B should be separate from each other.

### GCSE History specification and assessment changes

This note is a reminder that minor changes are being made to the Pearson Edexcel GCSE History specification content and assessment model. Assessment and language changes apply from the June 2025 exam series onwards, and content changes from the June 2026 exam series onwards.

We strongly recommend, if you have not already, that you familiarise yourself with these changes in time for the start of the new academic year in September 2024. Some options are affected more than others, but all options are affected by the assessment changes.

Below is a link to the summary guidance document, which will help you to find all the specific information and guidance available to help you take on board these changes:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/Teaching-and-learning-materials/gcse-history-changes-for-2025-and-2026-summary-guidance.pdf>

If you have any queries, please contact Mark Battye, our History subject advisor, at [TeachingHistory@pearson.com](mailto:TeachingHistory@pearson.com).

## Question 1

Question 1 focuses on consequence, requiring candidates to explain two valid consequences. Candidates are expected to explain 'what happened as a result of the given event, development etc.' (2 x 4 marks)

Many candidates were able to offer two valid consequences of the Treaty of Tordesillas. At Level 2 the most common consequence explained was that it reduced rivalry between Portugal and Spain with an agreement reached between them to 'split' the world. This was then frequently supported with specific information such as lands to the east of the imaginary line would be Portuguese and those to the west would be Spanish. Some candidates often included the position of the Cape Verde islands in relation to this line and the exception of the Canary Islands being Spanish. The second most frequent consequence often used was the longer-term consequence of the Treaty of Tordesillas' failure, according to Charles I of Spain, to make it clear whether the Spice Islands belonged to Spain or Portugal. This knowledge was used to show how Treaty therefore led Magellan being put in charge of trying to find a way to the Spice Islands by sailing westwards across the Atlantic. Level 1 responses tended to be basic comments about the world being divided or that there were better relations between Spain and Portugal without any supporting information.

1 Explain **two** consequences of the Treaty of Tordesillas (1494) between Spain and Portugal.

Consequence 1:

One consequence of the Treaty of Tordesillas between Spain and Portugal was that it clearly highlighted the areas where Spanish explorers could explore and claim, as well as areas where Portugal can claim. This treaty encouraged fairness between both countries as it ~~established where both countries~~ helped to establish where both Spain and Portugal can claim land.

Consequence 2:

Another consequence of the Treaty of Tordesillas between Spain and Portugal was that it helped Spain to settle the ongoing rivalry between the two countries. ~~This rivalry~~



The first response is low Level 2. There is an analysis of the features of the period to explain a consequence (AO2) but more specific information about the topic to support the explanation would give full marks by fulfilling both the AO1 and AO2 criteria needed for Level 2.



Candidates should remember to add specific information about the topic studied for the AO1 requirements at Level 2.

1 Explain **two** consequences of the Treaty of Tordesillas (1494) between Spain and Portugal.

Consequence 1:

one consequence of the Treaty of Tordesillas was that the land of the world was split <sup>into</sup> east and west. This allowed Portugal control of any new discovered lands in the east and allowed Spain control over discovered land in the west. This allowed Spain to discover lots of new land and helped build the Spanish empire as more colonies were being created.

and its economy grew ~~at~~ with new opportunities.



The response is high Level 2 as it fulfils both strands of the mark scheme in this Level. There is a clear analytical explanation of a consequence for AO2 at Level 2 which is supported with specific information about the topic for AO1 at Level 2.

## Question 2

Question 2 focuses on analytical narrative and the concepts of causation, consequence and change. The question includes two stimulus points and focuses on a specific period containing events, developments or ideas that can be analysed as a sequence of events. (8 marks)

Many candidates were able to access Level 3 with a narrative showing a clear sequence of events leading to an outcome 9 (AO2) with accurate and relevant information included which addressed three or more aspects of content (AO1). Most responses included use of Atahualpa within their overall narrative and the use of the siege of Cuzco at the end of their narrative responses. These narratives often analysed how Pizarro was able to exploit a divided Inca society, how his meeting with Atahualpa led to Spanish forces attacking the Incas, and how Manco's unwillingness to continue as a puppet ruler led to the siege of Cuzco. Level 2 responses showed some analysis of linkage between events but often were lengthy descriptions of the events at the meeting between Atahualpa and Pizarro. There were also some candidates that included unrewardable material outside of the period in the question such as Pizarro's first expedition to Peru in 1524 or the events surrounding the death of Huayna Capac. Level 1 responses tended to add some limited knowledge to one of the stimulus points but without offering any sense of a narrative account.

In 1528, ~~the~~ <sup>the</sup> Capac, the leader of the Incas, had died ~~to~~ <sup>due</sup> to a smallpox outbreak which gave Pizarro the opportunity to invade and conquer the Inca empire. ~~In 1531, he arrived in Ecuador and in 1532,~~

In 1531, Pizarro arrived in Ecuador and soon after in 1532, he arrived in Peru. Following the death of Capac, there was a civil war between Atahualpa and Huascar, the sons of Capac. Capac had left the two sons in charge but they each wanted to be in control themselves. The arrogance and pride led to a civil war which gave Pizarro the perfect opportunity to sneak in without being caught. Soon after, Atahualpa had won the civil war and was the one and only leader of the Incas.

Pizarro went to Atahualpa's camp where he was greeted with a ceremonial drink. Pizarro threw the gold cup containing the ceremonial drink onto the floor. Atahualpa was horrified at this. They were then invited to Cajamarca, however, Pizarro feared it was a trap and

so took soldiers with him, who'd be ready to attack if needed.  
Pizarro offered Atahualpa a bible which he threw to the ground.  
This resulted in the Battle of Cajamarca and Atahualpa  
was arrested.

Pizarro <sup>captured</sup> ~~made~~ Atahualpa <sup>and locked him in a room</sup> ~~a puppet king and ordered the~~ ~~through him~~. He threatened to kill Atahualpa unless he  
gave the Spanish a room full of gold and silver. Atahualpa did  
~~so but~~ Pizarro still executed him. Fearing a rebellion, he  
had to find a way to satisfy the Incas so he went to  
Cuzco and made Manco, Atahualpa and Huasca's  
half-brother, a puppet king. After three years of  
being a puppet king, Manco was fed up and started  
a rebellion. ~~This led to~~ The Spanish and the  
Incas fought, which led to the siege of Cuzco  
and it soon ended with the Spanish taking control  
of the Inca Empire.



**ResultsPlus**  
Examiner Comments

This response is high Level 3. For AO2 there is a clear sequence of events leading to an outcome with analytical linkage between them with, for example, 'led to a civil war', 'this resulted in', and 'fearing a rebellion.' There are three or more aspects of content from Pizarro's arrival, the meeting with Atahualpa and events at Cuzco, and Manco as a puppet ruler. For AO1 the response shows good knowledge and understanding.



For high Level 3, responses needed to show a clear, analytical sequence of events, demonstrating linkage between them and supporting the narrative with good knowledge and understanding which addressed three or more aspects of content.

The siege of Cuzco happened  
~~the~~ was ~~happened~~ Atahualpa  
the natives turning against  
someone which led to them  
burning down buildings  
which killed 100s of people  
and left many people injured.  
~~At~~ Then



There is a very limited analysis for AO2 with 'the natives turning against someone' and AO1 is shown with limited knowledge 'killed 100s of people and left many injured,' therefore the response is high Level 1.

### Question 3

Question 3 focuses on significance by asking candidates to explain the importance of an event/person/development in relation to situations and/or unfolding developments. Here candidates are expected to explain 'what difference did the event/person/development make' to the identified situation and/or unfolding development. Candidates answer two questions from a choice of three. (2 x 8 marks)

The first option focused on the importance of Catholic missionaries for extending Spanish authority in the 'New World.' Level 3 responses analysed how Spanish control was increased with the importance of missionaries in the breaking of old religious loyalties, the promotion of loyalty to Catholicism, the spreading of the Spanish language, and their presence encouraging further Spanish settlement. High-scoring responses often included accurate and relevant information on the Franciscan and Dominican friars and some even included Las Casas' work in the monastery in Santo Domingo. Level 2 responses tended to be far less explicit about the role of missionaries and were more generalised accounts about the role of Catholicism to control the local populations with, for example, the building of churches and the destruction of previously held beliefs. Some candidates lost sight of the focus of the question and wrote at length about how the Spanish Empire ran the 'New World' with the *encomienda* system. Level 1 responses were generally basic and generalised comments which were not specific to Spain and the 'New World' in the sixteenth century, such as 'they told people what to believe' and 'they spread ideas.'

The second option focused on the importance of Balboa's claim to the Pacific (1513) for Spanish exploration. Many responses reached Level 3 by explaining how the claim legitimised further Spanish exploration for conquistadors such as Pizarro, promoted the opening of new trade routes and encouraged exploration in search of riches. These analytical explanations were supported with accurate and relevant information such as Balbao's initial exploration as the first Europeans to see the 'Southern Sea,' the sending of gold and silver to Spain and the role of Pedrarias in replacing Balbao as governor in Darien. Level 2 responses tended to be more descriptive accounts of Balbao himself and narrated his 'story' from governor of Darien to his journey across the Isthmus of Panama to his striding into the sea and making claims to the area for Spain. Other Level 2 responses tended to lose focus on Balbao's claim and include accounts of Spanish exploration more generally. Level 1 responses were generally basic and generalised comments such as 'it made Spain richer' and 'it made others want to explore.'

The third option focused on the importance of gold and silver from the 'New World' for the Spanish economy. At Level 3 responses included how the significant amounts of precious metals led to significant increases in Spanish revenue and allowed them to develop their army and navy whilst also leading to inflation and unemployment within Spain and also the targeting of Spanish ships by pirates and privateers. At this level, many responses also included accurate and relevant information such as statistical details on the Spanish economy, investment on the military by Charles I, the role of French privateers or the systems developed by Spain to protect their fleets. Level 2 responses tended to focus entirely on how gold and silver entirely made Spain richer. At low Level 2 and often in Level 1 many candidates lost sight of the focus on the question on the effects of silver and gold for the Spanish economy and wrote descriptive accounts of the work of miners and conditions in the mining towns.

Balboa's claim to the Pacific was important for Spanish exploration as it allowed further land to be discovered. Balboa ~~was~~ discovered the Pacific on one of many expeditions, his previous being a rescue ~~that~~ voyage in Darien. Furthermore, he claimed the Pacific during this voyage by discovering <sup>and claiming</sup> land around it such as the Isthmus of Panama. This led to a new route of exploration for the Spanish as Balboa claimed it for Spain. As a result, this was significant for Spain Spanish exploration of the New World as it made exploring land around the Pacific easier, leading to more power and control over settlements. Therefore, Balboa's claim to the Pacific was

important for Spanish exploration as it allowed <sup>to</sup> a new route ~~to~~ to be claimed for Spain.

Balboa's claim to the Pacific in 1513 was ~~also~~ important for Spanish exploration as it allowed gold and pearls to be noticed by <sup>other</sup> conquistadors. On Balboa's expedition to the Pacific, he discovered valuable items such as pearls, but more significantly, gold, which ~~the~~ ~~Spanish~~ ~~conquistadors~~ <sup>New World</sup> conquistadors had been searching for. This meant that exploration was seen as an opportunity to find riches, which meant more ~~conquistadors~~ of the Spanish began voyages, such as Pedrarias, who was a <sup>strong</sup> ~~large~~ competition of Balboa in finding gold and pearls too. As a result, Spanish exploration increased under Balboa's claim to the Pacific meaning the wealth of the Spanish ~~empire~~ and the control of the New World increased. Therefore, one reason why Balboa's claim to the Pacific was important to Spanish exploration was because it catalysed explor-

One reason gold and silver was important for the Spanish economy was because it ~~increased~~ increased international trade. When expansion of areas like Bolivia occurred, this meant mining towns such as Potosi were developed which were rich in silver, causing a 'silver rush'. As a <sup>result</sup> ~~result~~, natives working in mines generated a great profit for Spain, not only through paying gold tribute to the Spanish under the encomienda system, but also allowing masses of silver to be smelted into coins, which were sold to other countries, developing <sup>sectors</sup> ~~industries~~ like the English cloth industry. This was important for the Spanish economy as not only did the

conquistadors and the Spanish crown <sup>become</sup> ~~get~~ incredibly wealthy, ~~the economy in~~ for ~~Spain~~ inflation occurred as Spanish trade was not getting properly interested in. Therefore, silver and gold impacted the Spanish economy as the ~~Spanish~~ <sup>conquistadors</sup> became ~~incredibly~~ very rich, however the Spanish industry was affected by inflation.

<sup>Spanish economy</sup>  
Another way ~~Spain~~ was affected by gold and silver was due to the Encomienda system. As gold ~~discovery~~ <sup>mines</sup> began to flourish in the New World, Spanish control over the natives ~~they had~~ ~~control~~ became larger and larger through the introduction of the Encomienda system. This meant that natives had to pay a tribute to Spaniards in the form of gold ~~tribute~~ in return for protection by the Spaniards. As a result, this meant the natives had to work harsh hours and were in effect enslaved by the Spaniards causing gold for Spain to ~~twice~~ ~~per~~ ~~it~~ ~~expand~~ ~~the~~ ~~Spanish~~ ~~economy~~. the <sup>encomienda</sup> ~~Therefore one reason was~~ ~~system~~.

Total for Question 3 = 16 marks



Both responses are high Level 3. Explanations are given which show an analysis of importance with a coherent line of reasoning for AO2 Level 3, and there is accurate and relevant information showing good knowledge and understanding for AO1 at Level 3. The first response for Balboa's claim to the Pacific shows analysis of importance with, for example, 'this led to a new route', 'leading to more power and control', 'was important as it allowed', and 'this meant exploration was seen as an opportunity.' AO1 is demonstrated throughout with references to Darien, gold and pearls and the impact on conquistadors. The second response shows similar analytical reasoning with supporting knowledge.



For high Level 3, responses need to demonstrate a clear analysis of importance of the first aspect within the question stem for the second part of the stem which is then supported with accurate and relevant information to show good knowledge and understanding.

The Queen of Spain, Isabella, ~~who~~ wanted to spread Christianity to 'The New World'. They sponsored the expeditions to find gold but the main reason for her was to spread Christian beliefs. On the expeditions, they would have a priest and the Bible with them so they could convert the natives. This, however, led to control over the natives as they were enslaved and tortured under the encomienda system. This horrified Isabella as she disliked the choice. The natives had to abandon their own beliefs and start praising Christianity.



The response is low Level 2. There is an attempt to analyse importance with 'so they could convert the natives', and some knowledge is shown with comments on the bible and having to abandon beliefs. Overall the response fails to focus clearly on the role of missionaries and the link to the focus of the actual question is implied.



Responses should focus clearly on the actual question to ensure the added information is relevant and demonstrates knowledge and understanding.

## Paper Summary

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

- Make sure that you attempt all three questions, including both parts of Q1 and Q3.
- For all questions use accurate and relevant information to show your knowledge and understanding of events.
- Question 1: explain a link between the event and the consequence and do not simply describe or state something that happened. Focus on what happened as a result of the event.
- Question 2: 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.
- Question 3: explain the impact the development/event/person had on the second development/event/person named in the question. Focus on what difference the development/event/person made.
- In this examination series there was a noticeable increase in the number of responses with illegible handwriting. Students should be aware that examiners can only credit what they can read.

## **Grade boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

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

