

Examiners' Report

June 2025

GCSE History 1HI0 P1

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Introduction

On the Period Studies papers all questions show progression in the mark scheme for AO2 with the candidates' increasing ability to move from generalized comments to making more analytical explanations and reasoning focused on the relevant second-order concept. The second strand of the mark scheme shows how AO1 is assessed with the candidates' ability to progress from responses, with limited knowledge and understanding of the topic, to deploying accurate and relevant information to show good knowledge and understanding of the period. This examination series saw the change to Question 01 with candidates instead of being required to give two consequences of one aspect of content are now required to give one consequence of two aspects of content. This change was made to improve the accessibility of the examination and evidence from responses clearly shows that this has been the case. Candidates are not expected to write any more in their responses than in previous examinations and the writing space available is unchanged with Question 01(a) and (b) comparable to the previous Question 01.

Centres are reminded that the indicative content in the mark scheme does not state what must be in responses but is meant to exemplify the range of material which examiners might expect to see in candidates' work. As mentioned in previous Principal Examiner reports, there are a number of candidates that write first person diary or letter type responses for Question 02. Such responses should be avoided as although AO1 can sometimes be rewarded, it is very unlikely that there will be any aspects of the work which can access AO2. Centres are also reminded that where candidates need extra space for a response, this should be on separate extra paper rather than within the space provided for a different question. Where candidates have special consideration to word process their responses, centres should ensure that their B (British Depth Study) and P (Period Study) responses are separated from each other.

Question 1

Both Questions 01(a) and 01(b) focus on consequence and require candidates to explain a valid consequence (AO2) and support the explanation with information about the topic (AO1). The candidate is being asked 'what happened as a result' of a given event, individual or development. In this examination Question 01 focused on a consequence of founding of the Spanish settlement at Panama (1519) and the encomienda system.

For Question 01(a) many candidates reached Level 2 with explanations on how the establishing of a Spanish settlement led to further Spanish exploration, encouraged further Spanish migration or the development of Panama as the main Spanish settlement on the Pacific coast. At Level 2 these features were most frequently supported with specific information showing good knowledge and understanding (AO1) on how Spanish settlement at Panama benefitted from a deep harbour, its proximity to Nombre de Dios, how the search for wealth encouraged migration, the advantages it offered for moving goods and the decline of Darien as a Spanish settlement.

Level 1 responses tended to be general comments on the nature of violence and destruction as part of Spain's empire building. There were some unrewardable responses which commented on Balboa's claims to land for Spain as including Panama or Pedrarias taking on the role of governor at Panama rather than at Darien.

For Question 01(b) many candidates reached Level 2 with explanations on how the encomienda system brought about increased Spanish control, its role in the development of enslaved peoples and the creation of a more permanent society for those moving to the 'New World.' At Level 2 these features were most frequently supported with specific information showing good knowledge and understanding (AO1) on demands for tribute, the land used to produce cloth, silver and gold, Cortes' own encomienda in Mexico or the work of Las Casas in opposing the system and the eventual New Laws signed by Charles I.

Level 1 responses tended to be general comments on the life of enslaved peoples and the harsh treatment they received.

- 1 (a) Explain one consequence of the founding of the Spanish settlement at Panama (1519).

(4)

One consequence of the founding of the Spanish settlement at Panama was the increase of Spain's presence in the ~~Caribbean~~ ^{Pacific}. Spain mostly conquered the ~~Western~~ ^{Eastern} Americas and not so much the ~~Caribbean~~ ^{Atlantic and the Pacific} at the beginning of Spain's adventures in the new world. Therefore the Spanish settlement at Panama gave Spain a ~~strong hold on the Caribbean~~ place to dock and ~~get~~ get supplies before ~~exploring~~ exploring an uncharted Pacific Ocean.

- (b) Explain one consequence of the encomienda system.

(4)

One consequence of the encomienda system was the increase of Christianity and Spanish speaking in the far west. When the encomienda system was ~~first~~ introduced it stated the natives were to be taught Spanish and Catholicism and that was their new way of life. This caused ~~oppress~~ the Spanish ~~language~~ language and catholic religion to become more prominent in the far west over time.



1a reaches Level 2 for AO2 with features of the period analysed to explain a consequence with 'increase of Spain's presence', and 'Spain's adventures'. The response includes specific information about the topic to support the explanation with reference to the Pacific Ocean. The response therefore fulfils b before the AO2 and AO1 strands of the mark scheme at Level 2 and is 4 marks. 1b reaches Level 2 for AO2 with features of the period analysed to explain a consequence with comments on the increasing influence of religion and 'new way of life.' The response includes specific information about the topic to support the explanation with reference to the learning of Spanish and the role of Catholicism. The response therefore fulfils the AO2 and AO1 strands of the mark scheme at Level 2 and can be awarded 4 marks.



Candidates should try to ensure they provide specific information to support their explanation of a valid consequence. This helps to ensure their response can be awarded Level 2 rather than Level 1.

- 1 (a) Explain **one** consequence of the founding of the Spanish settlement at Panama (1519).

(4)

One consequence of the founding of the Spanish settlement at Panama was that a lot of war/fighting kicked off.

- (b) Explain **one** consequence of the encomienda system.

(4)

One consequence of the encomienda system was that there was slavery.



1a) A basic and generalised comment about a consequence 'a lot of war, fighting', for Level 1 AO2. No generalised information is included for AO1. The response is therefore Level 1 and 1 mark. 1b) A simple and generalised comment about a consequence, 'a lot of war, fighting' for Level 1 AO2. No generalised information is included for AO1. The response is therefore Level 1 and 1 mark.

Question 2

Question 02 focuses on an analytical narrative and the AO2 concepts of causation, consequence and change. The question includes two stimulus points and focuses on a specific period when key events, developments and ideas can be analysed as a sequence of events leading to an outcome (AO2). The narrative offered by the candidate does not necessarily need to cover the entire period stated in the question but material outside of the stipulated time frame is unrewardable. To be awarded Level 3 for AO1 (information, knowledge and understanding) candidates must address three more aspects of content. Although most candidates do use the two stimulus points for aspects of content, they do not necessarily have to use those provided. In this examination the question focused on Columbus's actions as governor of the Caribbean in the years 1493-1500 with the settlement of La Isabela and rebellions against Columbus, as the stimulus provided.

At Level 3 most candidates used the settlement of La Isabela as an aspect content to begin their analytical narrative and used Columbus's founding of the settlement as the starting point of their analytical narrative and his surrender to Bobadilla and return to Spain in disgrace as the end point of their response. At Level 3 responses had a coherent and logical structure and showed how the founding of a new settlement led to further Spanish exploration of the region and then the forced use of Indigenous peoples to work for Spain leading to rebellions against the Columbus. The end part of most Level 3 narratives explained how Bobadilla became governor and Columbus returned to Spain in chains.

Mid to high Level 2 responses tended to either rely entirely on the two stimulus points provided (the settlement at La Isabella and rebellions against Columbus) and therefore did not have the necessary third or more aspect of content to reach Level 3, or had a narrative that included significant unrewardable material outside the timeframe of the question, for example on Columbus's sponsorship or his earlier voyages of exploration. At Level 2 there was also often a list of events or developments with limited analysis of linkage between them and simply stating 'firstly', 'secondly' and so on.

At Level 1 most candidates either added some limited knowledge to one or both stimulus points or gave basic asserted comments on Columbus as governor.

- 2 Write a narrative account analysing Columbus's actions as governor of the Caribbean in the years 1493–1500.

(8)

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

- the settlement of La Isabela → 1494⁶
- exploring.
- rebellions against Columbus

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

Columbus settled down with his men in the Caribbean and founded the settlement of La Isabela in 1496, named after Queen Isabella of Castile. Columbus founded the settlement in the name of Spain.

Columbus was an explorer, ^(who was inexperienced) so therefore he left his brother in charge of La Isabela.

Columbus ~~he~~ then sailed round other islands in the Caribbean exploring and interacting with the native tribes. This led to rebellions against Columbus and his brother as the men on the settlement became uneasy and lost trust in the brothers, leading to rebellions.



The response fulfils the criteria for AO2 at Level 2. A narrative is given with a sequence of events leading to an outcome and some analysis of linkage with 'Columbus' founding of the settlement', then 'sailed round' and 'this led to rebellions'. The response also shows accurate and relevant knowledge for an understanding for AO1 with reference to Isabella, Columbus's brother being left in charge and Columbus sailing around the Caribbean. The response therefore fills both strands of the mark scheme at Level 2 and can be awarded high Level 2.



For Question 02 candidates need to ensure they establish a beginning, middle and end for their narrative response and utilise language which helps analyse the links between the events and not simply list the events one after the other. The candidate's narrative should be within the timeframe of the question (there is no stipulation that they must cover the whole period stated in the question) and any content outside of the timeframe is not rewardable.

- 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.

After the settlement of La Navidad failed, as it was burnt to the ground by natives, Columbus decided to set up another settlement elsewhere. As a result of this, Columbus found another place in Haiti and established the settlement of La Zschela, in the name of the Spanish queen.

Not long after, there were different problems that happened in the new settlement. The Spaniards relied on the natives for food, ~~and~~ stole the native women and only sent them to search for gold every day. However, Columbus didn't help improve the situation but left for more explorations in the New World and left his brother Bartholomew in charge of the settlement. This led to the

(8)
- After La Navidad failed
↳ set-up a settlement elsewhere
↳ in the name of the queen
- Columbus left La Zschela
↳ left it with his brother

Failure of the settlement in La Isabela

As a result, a ~~first~~ third settlement was established in Santo Domingo. However, the same issues happened in Santo Domingo and the Spanish started rebelling against Columbus and his brother. To suppress the rebellion, they gave ~~the~~ ~~Spanish~~ natives to the Spanish as labours but the rebellion still continued. ~~Columbus~~ Due to this, Columbus's governorship in the New World was removed and was replaced by ~~Bar~~ Bobadilla.



This response fits Level 3 for AO2 with a clear sequence of events leading to an outcome and analysis of linkage between them with 'as a result of this', 'not long after', 'this led to...' and again 'as a result'. The response also fulfils Level 3 for AO1 with accurate and relevant information included to show good knowledge and understanding. Three aspects of content are shown with use of the stimulus points on the settlement at La Isabela and the rebellions against Columbus together with information on Santo Domingo and Columbus's brother. As all the criteria for Level 3 have been met the response is high Level 3.

Question 3

Question 03 focuses on significance by asking candidates to explain the importance of an event, individual or development in relation to the situation and/or unfolding developments. Candidates are expected to explain what difference the event, individual or development made to the identified situation and/or development. Candidates answer any two questions from a choice of three.

The first option focused on the importance of the crusading spirit in Spain (c1490) for Spanish exploration. At Level 3 responses often included accurate and relevant information such as Isabella's personal beliefs and desire to spread Catholicism, the Pope's support for Spanish exploration and sympathies with Columbus as well Spain's overall belief in spreading Christianity encouraging further exploration. Level 2 responses tended to have knowledge and understanding of Spanish exploration but tended to give either a narrative or an analytical account of the nature of Spanish exploration without a focus on the role of the crusading spirit. Level 1 responses were generally assertions about the impact of Spanish exploration on the lives of Indigenous peoples.

The second option focused on the importance of the Spanish conquest of Mexico for the Aztecs. At Level 3 candidates showed an analysis of importance (AO2) with comments such as Montezuma's initial welcoming of the Spanish, the nature of Spanish invasion on the religious beliefs and practices of the Aztecs (with frequent details on the massacre at Cholula), Spain's use of the Aztecs for labour and introduction of the encomienda system and the effects on the Aztec population of Spain bringing smallpox to Mexico. Level 2 responses tended to have some knowledge and understanding of the Spanish conquest of Mexico but did not recognise the focus of the question and wrote on either the various reasons for the conquest and Spain's victory or on the impact of the conquest on Spain. Level 1 responses were generally assertions about the nature of the conquest and basic assertions about how the Aztecs were treated.

The third option focused on the importance of the death of Huayna Capac for Pizarro's conquest of Peru. At Level 3 candidates showed an analysis of the importance (AO2) of his death in making Peru much weaker and vulnerable to invasion, the lack of a clear leadership aiding Pizarro's invasion and his consequent exploitation of a divided Empire. Many candidates at this level explained the two separate realms of Peru led by Atahualpa and Huascar and the significance of the Battle of Cajamarca. Level 2 responses tended to have some knowledge and understanding of the death of Huayna Capac but did not link this as explicitly to how this helped Pizarro's conquest of Peru. At Level 1 most responses were general asserted comments on either Capac or Pizarro's conquest of Peru.

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 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.

The importance of the crusading spirit meant that they had a mission to get to the Americas. They believed they had so many opportunities and a way of trading. With these trading systems, the Spanish could get even more richer. With trading systems set in place they could get lots of new materials like gold and cotton.

Another factor is that they could gain more followers of God if they found anyone. With more followers of God, they would have more support of God and a religious influence. I can infer that influencing with God also meant ~~that~~ Spain gained more followers.

Indicate your **SECOND** choice on this page.

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

☒ 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.

The importance of the Spanish conquest of Mexico for the Aztecs was that they had a trade route to gain materials and get richer. With the Spanish coming over, that meant more recognition and more materials from them. With more materials and recognition, this meant developing on the civilisation and economy. With the Spanish, they had trade routes and could trade with the Spanish for valuables and gold. But also, the Aztecs lost gold to the Spanish due to trade. This meant a loss of culture and a loss of religion.



The response shows an attempt to analyse importance but some lack of coherence with the obtaining of raw materials and the belief in support from God. The response therefore fulfils the AO2 requirements for Level 2. There is also some accurate and relevant information added showing some knowledge and understanding such as the trading system and religious influence although the response is not particularly strong for this strand of the mark scheme at Level 2. The response is therefore mid Level 2. The second response also shows an attempt to analyse importance with comments on getting richer, more recognition for Spain, the use of trade routes and the Aztecs' loss of gold and challenges to their culture. The response is therefore Level 2 for A02. There is also the inclusion of accurate and relevant information for AO1 at Level 2. The response is awarded mid Level 2.



For Question 03 it is important that points are explained, not simply described, to demonstrate analysis of the topic. Two well-developed explanations that also have good knowledge and understanding will enable candidates to attain Level 3.

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 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.

~~The~~ ^{The} importance of the death of Huayna Capac was that it left the Incan empire weakened and vulnerable. This was because the Incas were a very strong and rich empire with an emperor - Huayna Capac - who was 'worshipped like a God' and ~~loved by his~~ by his people. His death due to smallpox left the empire divided ~~into~~ between his two sons - Atahualpa and Huascar. Atahualpa took ownership of the north, Huascar the south. This led to a civil war breaking out. During this time, Pizarro had just begun his conquest to Peru, and realised that he could take advantage of this weakened empire - who were preoccupied with a civil war and weakened by disease - to take power for himself. ~~Additionally, some Atahualpa~~

Atahualpa later won this war and ordered for the death of Huascar. Many natives were not fond of Atahualpa, many supporting Pizarro in his conquest. Furthermore, ~~Atahualpa was not a man~~ Atahualpa was easily manipulated, allowing easier capture of

Peru. For example, ^{at} the battle of Cajamarca, the Spanish ambushed Atahualpa and his men - 'killing them like ants' and imprisoning Atahualpa. Moreover, the Spanish 'offered' to ransom Atahualpa for a room of gold and twice that of silver. When Atahualpa complied, he was accused of treason and executed. Therefore, ~~the~~ Atahualpa's rule ^{as Inca emperor} was weaker and far easier to manipulate and beat than that of his father.

To conclude, Huayna Capac's death was important ~~as~~ ~~it meant~~ in Spanish conquest as it meant that the Incan empire was weakened by a civil war between his two sons, and that the eventual sole heir - Atahualpa - was easily manipulated in order to gain the Spanish power and wealth which aided their conquest of Peru massively as they were able to exploit the weakened empire.

Lost Aztecs

Indicate your SECOND choice on this page.

Impbecand

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 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.

Loss of
culture
& religion.
(Ang.)

One importance of the Spanish conquest of Mexico for the Aztecs was that the Aztecs's population massively decreased. This was because, Spanish brought with them diseases such as smallpox and measles which massively affected the Aztecs as they had no immunity to them. This - coupled with lots of murders - massively decreased the Aztec population from around 25 million to 6-7 million. This was important because it meant that the immense, powerful Aztecs who had a capital city Aztec (Tenochtitlan) with 300,000 people - bigger than any European city at the time, had now been massively decreased in power and immensity due to the Spanish conquest of Mexico, decreasing Aztecs's power and reputation.

Another importance of Spanish conquest on the Aztecs was that the Aztecs had now lost ~~their~~ their culture and religion. The Aztecs, ^{infamous} ~~for~~ for their prestigious faith and great temples had now lost the ability to practice this faith and lost their temples. This was due to the Spanish conquest who - under Cortes

tore down these religious temples and killed many religious leaders - both to prevent roots of rebellion and religious practices. He also banned the Aztecs' religion and labelled it as blasphemy - punishable by law as ~~the~~ heresy. This was significant as the Aztecs had now lost their culture, leaders and hope; they were now entirely dependent on the Spanish and had little to no hope of escaping their rule. Their loss of culture and religion symbolised the end to an Aztec-dominated Mexico, and the end to the power of the Aztecs as a whole.



The first response fulfils Level 3 mark scheme for AO2 with an explanation given which analyses importance and with a line of reasoning that is coherent and logical. This is shown in lines 2-3 with the empire 'weakened and vulnerable', at the end of the first paragraph with 'taking advantage' and 'preoccupied with civil war'. Further examples of analysis of importance are shown at the end of the penultimate paragraph and in the last paragraph. The response is supported with accurate and relevant information throughout on Capa, his sons, the role of Pizzaro and the Battle of Cajamarca. As all the criteria for Level 3 have been met the response is awarded 8 marks. The second response also fulfils all the criteria for Level 3 and is 8 marks. Analysis is logically focused on the decrease in the Aztec population and the loss in culture and religion. The response shows the inclusion of accurate and relevant information.

Paper Summary

Based on the performance across all the five Period Study papers, candidates are offered the following advice:

1. Try to attempt to answer all the required questions.
2. On Question 02 keep to the date range specified in the question and in your narrative include an aspect of content which is not covered by the stimulus points provided.
3. On Question 03 briefly take some time to consider your choice of questions to answer and focus on what difference the development, event or individual made to the focus given in the second part of the question.

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>

