



Examiners' Report June 2023

GCSE History 1HI0 P1

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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 simple or generalised comments to analytical explanations which show a line of reasoning that is coherent, logical, and sustained.

Q1 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).

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

Q3 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).

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 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.

Question 1

Many responses explained how the discovery of silver in the Spanish Empire in the years c1545-c1555 led to the Spanish needing a large workforce and the effects of the influx of silver on Spain's economy. There were very few candidates who repeated the same consequence twice and could, therefore, only be rewarded for one response made. At Level 2 these consequences were frequently supported with specific information about the topic such as the mines at Potosi, the range of work carried out by the enforced labour, the use of animals for various tasks, specific statistics on the quantities of silver sent to Spain, Charles I's use of the wealth generated and the demand for goods in Spain creating inflation. There was the occasional explanation of the increasing threat of piracy leading to the adaptation of ships and systems developed by Spain to protect their fleets. Most of the responses awarded Level 1 were simple or generalised comments, such as 'more workers were needed' or 'Spain got more wealth and powerful,' without explaining the consequence and with no specific information.

1 Explain **two** consequences of the discovery of silver in the Spanish Empire in the years c1545–c1555.

Consequence 1:

The discovery of silver increased the riches that returned to Spain - although they arrived looking for gold, the silver proved more valuable. This led to improvements in Spain's economy and the New World's economy and led to increased trade for both. This led to Spain continuing exploration and to other countries becoming interested in doing the same.

Consequence 2:

Because silver had to be mined the discovery of silver led to an increased need for enslaved ~~workers~~ natives to obtain ~~the~~ silver. This meant that more and more enslaved work was being carried out like to mine the silver, to keep the animals and transport it and to smelt it ready for use.



Top Level 2. Both responses are at Level 2 for both AO2 And AO1 with two distinct consequences explained showing a good understanding about the topic to support the explanation.



Candidates should always ensure that they provide two distinct consequences rather than repeating the same consequence for their second response. In such instances only one of the responses is rewardable.

Question 2

Level 3 responses were able to give a narrative account with a clear sequence of events leading to an outcome, analysing the expansion of the Spanish Empire within the specified period of 1513-21. These responses often began with Balboa's exploration across the Isthmus of Panama and his sighting of what he referred to as the 'Southern Sea.' This was frequently then linked to Pedrarias' further exploration. Most narratives then explained and used details of Velázquez's conquest of Cuba followed by Cortés' search for gold and his conquest of the Aztecs. A substantial number of Level 3 responses also included Magellan finding a sea route to the Philippines as part of their overall narrative. Most Level 2 responses focused solely on the aspects prompted by the stimulus points, which prevented access to Level 3. Unfortunately, some responses gave explanations and details of Columbus' expeditions which were outside of the period given in the question and, therefore, could not be credited.

- 2 Write a narrative account analysing the expansion of the Spanish Empire in the years 1513–21.

(8)

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

- conquistadors
- gold

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

More explorers known as conquistadors ~~ask~~ requested for permission to claim new land for Spain and better trade routes. Conquistadors started 'discovering' places such as Panama and Mexico and rumors started to spread around Spain claiming that there were high amounts of gold being discovered in the newly claimed places which helped further increase the Spanish empire because people became desperate to mine gold to sell back in Spain.

The earlier discovery of Mexico allowed the Spanish to create new settlements allowing Spanish to increase control.



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Examiner Comments

This is a low Level 2 response. There is some analysis of the linkage between events at Level 2 but performance in AO1 is at Level 1. Overall the response is therefore awarded low Level 2.

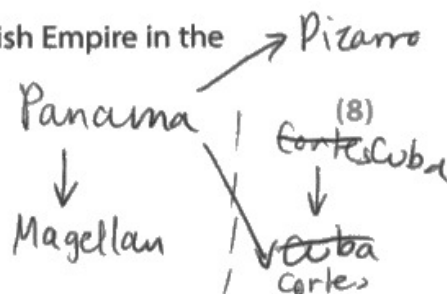


Candidates should remember to go beyond aspects prompted by the stimulus points to allow for higher performance at AO1 to be rewarded.

2 Write a narrative account analysing the expansion of the Spanish Empire in the years 1513-21.

Cortes
Cuba

Panama



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

- conquistadors
- gold

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

In 1513, Pedrarias and Espinosa explored and discovered the Isthmus of Panama. Due to the area there being very fertile and making transport of goods and messages to Spain and the Caribbean, Pedrarias and Espinosa decided to settle there; this was the ^{one of} first ~~sett~~ successful settlements on mainland America. The discovery of the Isthmus was also important as it proved a westward route to the Spice Islands possible. *

(causing further expansion of the empire)

The settlement in Panama and expansion of the empire there led to Magellan's circumnavigation. Panama was on the 'Southern Sea', or the newly discovered Pacific coast. Consequently, the King of Spain decided to send Magellan to find a westward route to the Spice Islands in 1519; Magellan ~~discovered~~^{landed} the Spice Islands in 1521, ~~proving~~ allowing for future expansion of the empire to take place there.

Meanwhile, the settlement in Panama also led to the expansion of the empire in Mexico. Due to the ~~settlement~~^{location} of Panama, in between Mexico and Peru, it was the ideal base for many expeditions. Consequently, many conquistadors explored the surrounding areas, which demonstrated the potential of expansion and immense wealth. As a result, Cortes ^{and other conquistadors} had an incentive to go and explore, leading to him 'discovering' Mexico and ~~conquer~~ completing his conquest of it in 1521. This led to further expansion of the empire in central America and increased Spanish control. Cortes' success also inspired other conquistadors, leading to further conquests in the future.



This is a Level 3 response. For AO2 there is a clear narrative giving a clear sequence of events leading to a conclusion and there is clear linkage between the events. For AO1 accurate and relevant information shows good knowledge and understanding of the key features and characteristics of events within the specified time period of the question.



Candidates can only access Level 3 by going beyond aspects prompted by the stimulus points. In this response there is a wide range of material outside of the aspects prompted by the stimulus points.

Question 3

Level 3 responses for the option on the importance of Spanish settlement for the Tainos and Caribs frequently gave analysis which included material on the adverse effects on the indigenous population with the bringing of diseases such as smallpox, the tribute system leading to increased poverty and the initial peaceful welcome by the Tainos making Columbus believe they could easily be converted to Christianity compared to the more violent reactions by the Caribs. Some responses at Level 3 made specific references to events in Haiti with the Tainos on the verge of refusing to co-operate with Spanish demands and the consequent damage to Columbus' reputation in his attempts to reassert the authority of the Spanish crown. At Level 2, responses attempted to explain the impact of Spanish settlement for the Tainos and Caribs but often contained more description of the differences between the Tainos and Caribs. Level 1 responses were mostly generalised comments about high death rates, having to work for the Spanish, Spain becoming wealthier and harm to local societies.

For the second Q3 option of the importance of an imperial policy for the Spanish exploration in the years 1496-1512 analysis frequently referenced laws encouraging settlement, the regulation of further exploration, the *encomienda* system's promises of land and the impact of the setting up of the House of Trade. There were some references to the Laws of Burgos and the role of Catholic missionaries. At Level 2, there was some analysis but often more descriptive responses of Spanish authority in the Caribbean with much less explicit focus on the set question. Level 1 responses were general comments about more money for Spain, increasing controls over the indigenous populations and spreading of religious beliefs.

For the third option for Q3, Level 3 analysis of the importance of the New Laws (1542) for the population in the Spanish Empire often referred to the abolition of indigenous slavery, clarification of the legal status of the population as well as the overall limited influence of the New Laws on living and working conditions. There were also some references to Gonzalo Pizarro's revolt, and its significance in leading to his rule over Peru for a further two years, and Charles I's suspension of most of the New Laws. At Level 2, there was more developed knowledge and understanding of the New Laws with some attempt to analyse importance but also occasional confusion with the Laws of Burgos. Level 1 responses were mostly general accounts of the *encomienda* system or living and working conditions of the indigenous populations in general.

- ☑ The importance of the New Laws (1542) for the native population in the Spanish Empire.

When Spain first arrived at the ~~east~~ caribbean they saw the natives as slaves and treated them horrifically and ~~to~~ forced them to work for them.

Queen Isabella who wanted to spread ~~the~~ catholic religion throughout the new world was against this. New laws were made giving the natives rights and freedom ~~as~~ as long as they became Spanish citizens. This law helped stop the increasing deaths of natives, but there were still many Spanish people who were against it as well as natives who refused to give up their religion and language ~~or~~ and were then punished.

- ☒ The importance of Spanish settlement in the Caribbean for the Tainos and the Caribs.
- ☒ The importance of the development of an imperial policy in the Caribbean for Spanish exploration in the years 1496–1512.
- ☒ The importance of the New Laws (1542) for the native population in the Spanish Empire.

When Christopher Columbus first found the the ~~caribbean~~ there were many native tribes living there, some were at war like the Tainos and the Caribs. The Spanish offered to help the Tainos fight the Caribs in return for gold but after the defeat of the Caribs the Spanish ~~took~~ took advantage of the Tainos kindness and started their own war with the Tainos. Many settlements were destroyed ~~and~~ and eventually the Spanish won.



Both of the two responses are low Level 2. Both reach Level 2 for A02 with an attempt to analyse importance but with weaker performance at A01 to give an overall score at low Level 2.



Candidates should ensure that they can use examples of accurate and relevant information to support their answers at A01 such as content on the *encomienda* system in the first response. For the second response the use of the tribute system or specific diseases brought to Taino and Carib populations would have allowed for higher performance for A01.

- ✗ The importance of Spanish settlement in the Caribbean for the Tainos and the Caribs.
- ✗ The importance of the development of an imperial policy in the Caribbean for Spanish exploration in the years 1496–1512.
- ✗ The importance of the New Laws (1542) for the native population in the Spanish Empire.

The reason Spanish settlement was important for the Caribs and the Tainos was the depletion of population. ~~for~~ The Spanish conquistadors were often brutal to natives, such as at the incident of Samana where they attacked native people and killed 2. The encomienda system also was important because many native people died being overworked providing labour for their 'encomenderos'. The Caribs & Tainos also did not have the natural immunity to diseases that the Spanish possessed, meaning that many lives were lost due to diseases like smallpox, which the ^{Caribs} ~~Tainos~~ and Tainos' immune systems could not ~~to~~ resist again. These factors of Spanish settlement were important to the Caribs and the Tainos as it reduced their population from 500000 to 60000.

Another ~~that~~ reason Spanish settlement was important was the Caribs and the Tainos' attacks on Spanish people themselves. The Caribs were immediately seen as the more violent tribe, being labelled 'cannibals' by the Spanish and attacking the Spanish with bows and arrows.

ipped with poison in the incident at Samana. However, the Tainos, seen as
The settlement of La Navidad was also attacked and burnt down,
as the Spanish had stolen native women for sex and stolen native
supplies, which led to all 39 of its inhabitants being killed. Furthermore,
the Tainos, seen as the more 'kind' and 'gentle' tribe, eventually
rioted too in Santo Domingo as they grew tired of Spanish demands.
This shows that Spanish settlement was important for the Caribs and the Tainos
as it led to them both eventually attacking and ~~rebel~~ rising against
the Spanish.



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Examiner Comments

See below.



ResultsPlus
Examiner Tip

The response is high Level 3. There is a clear analysis of importance with a coherent line of reasoning which is supported with accurate and relevant information which shows good knowledge and understanding of the features and characteristics of the period studied. It is the response for Spanish settlement in the Caribbean for the Tainos and Caribs ONLY which should be used.

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.
- Q1: 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.
- 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. 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

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

