Mark Scheme (Results)

Summer 2024

Pearson Edexcel
In GCE History (9HI0/32)
Advanced

Paper 3: Themes in breadth with aspects in depth

Option 32: The Golden Age of Spain, 1474-1598

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Summer 2024
Question Paper P74297A
Publications Code 9HI0_32_2406_MS
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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Generic Level Descriptors: Section A

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
1	**1–3**	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**8–12**	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
4	**13–16**	• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	**17–20**	• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Sections B and C

Target: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material.
1	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: Indicative Content

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the threat posed by the *conversos* and the reasons for the choice of Torquemada to lead the General Council of the Inquisition. The author of the source is not named in the specification but candidates should be aware of the context; Torquemada is named in the specification. 1. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: • The author writes with the authority of the office of Archbishop of Toledo, the senior position in the Roman Catholic Church in Spain • The author clearly has great respect for Torquemada, citing the different areas of Spain where his conduct of policy had already had an impact • The tone of the source is very clear and expresses confidence in the policies being pursued. 2. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: **The threat posed by the *conversos*:** • It suggests that the *conversos* were seeking to gain positions of authority and influence ('motivated by selfish considerations') • It indicates that they were not honouring their religious vows and were seeking to influence others ('practise their Jewish rites…sought to convert others') • It indicates that the *conversos* had provoked conflict and disorder ('ignited violence …series of massacres') • It suggests that the religious attitudes of the *conversos* threatened the unity of Spain ('threat to our proud Catholic realm.'). **The reasons for the choice of Torquemada to lead the General Council of the Inquisition:** • It provides evidence that he has strength of character ('determination to protect the true faith') • It suggests that he had gained the confidence of Queen Isabella, who listened to and acted on his advice • It provides evidence that he worked hard and extensively in the development of the Inquisition up to that point ('in Castile, Aragon, Valencia and Catalonia.') • It suggests that he was prepared to allow those charged the opportunity of redemption ('Edict of Grace'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: • There was concern that the situation in some regions was increasingly difficult and that a consistent approach was required. There were serious civil disturbances involving the *conversos* and a series of massacres took place in the 1470s, including one in Toledo

	• It was claimed, at the time, that over 20,000 had been executed by the mid-1480s • Pope Sixtus IV had agreed that Queen Isabella should have control of the Inquisition in Spain and that all appointments were made under her authority • The Jewish issues were not resolved by Torquemada and the expulsion of Jewish people was announced in 1495.

Section B: Indicative content

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the suggestion that the revolt of the *Comuneros* (1520) was caused by the determination of the nobility to retain their traditional rights. Arguments and evidence that the Revolt of the *Comuneros* (1520) was caused by the determination of the nobility to retain their traditional rights should be analysed and evaluated. Relevant points may include: • In many states, long established privileges (*Fueros*) were strongly defended by the nobility who believed that the *cortes* should have a right of veto • There was resentment about the appointment of royal justices and courts. The Council of Toledo (1520) was concerned about the development of *corregidores* and argued that it should appoint a majority of justices to join those appointed by the King • The nobility wished to retain their rights of patronage. They regarded Charles' brother Ferdinand as a true Castilian who understood Spanish traditions, and interpreted his being sent to the Netherlands as a clear indication of the attitude of the new regime • Towns were determined to retain their ancient privileges, which gave the established nobility traditional rights. Arguments and evidence that challenge the proposition should be analysed and evaluated. Relevant points may include: • There was resentment against the regime of Cisneros who set up a militia (1516) devised to enforce central authority • Charles did not arrive in Spain until a year after his accession. This enhanced the belief that Spain was to be ruled by an absentee foreign monarch. This feeling deepened when he entered the contest to be elected Holy Roman Emperor • Charles spoke no Castilian and relied on foreign advisers, e.g. Chièvres. There was great anger when he appointed Adrian of Utrecht as regent • There was a belief that Charles would use the wealth of Spain in the interests of Burgundian and Habsburg territories • There was resentment of the introduction of new taxes to pay for what was felt to be the extravagance of the court. In many areas, e.g. Segovia, there were protests against the demand for increases in the *servicio* to fund increased expenditure by the king • The grandees among the nobility became concerned about the revolt giving rise to more radical ideas, which might have an impact on their position. This contributed to the defeat of the rebels at the Battle of Villallar. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant Candidates are expected to reach a judgement on the statement that the poor people in the towns were the most significant losers as a result of the impact of the price revolution. Arguments and evidence that the poor people in the towns were the most significant losers as a result of the impact of the price revolution should be analysed and evaluated. Relevant points may include: • The rise in taxation, largely to service Royal debts, which grew as a result of the price revolution, took an increasingly high proportion of their income. The burden of tax was not spread equitably with many exemptions for the nobility • The increase in wages failed to keep pace with the price of essentials, e.g. in Valladolid wages rose 30% between 1511 and 1550, while wheat prices rose by 44%. An increasingly high proportion of the income of poor urban people went on food • Urban workers were hit by the stagnation of the market caused by the rising cost of raw materials • Increased competition came from abroad, with imports of cloth having a particular effect on Spanish urban workers, as the King allowed imports in an attempt to reduce his own debts as inflation increased interest rates • Rents for poor people in towns rose as property owners tried to cope with the impact of inflation by increasing the rents they charged • The poor in rural areas did not suffer as badly from the impact of higher food prices as, to some extent, they could live off the land. Arguments and evidence that challenge the statement that the poor people in towns were the most significant losers as a result of the impact of the price revolution should be analysed and evaluated. Relevant points may include: • In rural areas the poor suffered badly, as many landowners coped with pressure on themselves by moving to less labour-intensive types of farming, e.g. sheep rather than arable. In many cases, if they lost their jobs, they also lost their accommodation • Many landowners in rural areas put up rents on their tenant farmers, which had a devastating effect on the rural poor • There was a series of bad harvests, notably in the 1560s and 1570s, and many rural areas also suffered from the lack of investment to improve agriculture • Many of the rural clergy were on fixed stipends and suffered badly. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant Candidates are expected to reach a judgement on the statement that the revolt in the Netherlands was the most significant challenge to Spanish power in Europe and the Mediterranean in the years 1494-1598. Arguments and evidence that the revolt in the Netherlands was the most significant challenge to Spanish power in Europe and the Mediterranean in the years 1494-1598 should be analysed and evaluated. Relevant points may include: • The Netherlands was of great economic importance to Spain with the port of Antwerp the focus of trade in goods from the Americas, which had been channelled through Seville. This revenue was vital to the Spanish economy • In 1572, the Sea Beggars captured the port of Den Briel and took several towns. French Huguenot troops went to the Netherlands to provide support and Spain had to maintain a force of over 70,000 troops in the Netherlands • The strong reaction to the repressive policies of Alba (1567-74) hardened resistance and made the continued presence of a large number of Spanish troops necessary and this sapped Spanish resources • The decline in other threats, e.g. the decline in the Turkish threat after the defeat at Lepanto (1571) and the increasing Turkish concern with the threat of Persia in the East from the late 1570s, made the challenge of the Dutch revolt more significant • The Dutch revolt resulted in English intervention, which led to 6,000 English soldiers and considerable financial support being sent to the Netherlands. Philip II responded by ordering the Armada, which produced a massive drain on Spanish resources • Maurice of Nassau, a senior commander from 1585, drove the Spanish out of Northern and Eastern areas by 1597, culminating in the Battle of Turnhout. He was a siege commander, military organiser and innovator, e.g. effective use of volley-fire. Arguments and evidence that challenge the proposition should be analysed and evaluated. Relevant points may include: • There had been long-term disputes with France focusing on the strategically important areas of Burgundy, Navarre and Milan. This culminated in Ferdinand sending a force to counter the intervention of Charles VIII in Northern Italy • The Barbary pirate leader Barbarossa gained control of Tunis (1534), a strategically important site opposite Sicily. This threatened vital Spanish trade routes in the Mediterranean • There was apprehension that the Turks could pose a threat through an alliance with France or by intervention in southern Spain where there was a significant Muslim population • Suleiman the Magnificent became leader of the Turks in 1520 and built up both the army, which advanced in central Europe, and the navy, which won significant victories at Rhodes (1522) and at Djerba (1560) and threatened Malta (1565). Other relevant material must be credited.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant Candidates are expected to reach a judgement on the statement that Alba and Parma were the most significant leaders in the development of the Spanish army in the years 1474-1598. Arguments and evidence that Alba and Parma were the most significant leaders in the development of the Spanish army in the years 1474-1598 should be analysed and evaluated. Relevant points may include: • Alba played a key role in defeating the Protestant forces at Mühlberg (1547). He showed great tactical skill in catching his enemies off balance with a perfectly executed crossing of the Elbe • In 1567, Alba introduced the Spanish musket. This added increased firepower to the tercio formation. He established the Spanish Road to supply his campaigns. He developed effective siege tactics that were ruthlessly employed at Mechelen (1572) • Parma, from 1577, revitalised the army in the Netherlands and improved morale. He standardised equipment and built a line of forts to complement the natural barriers. His cavalry assault brought a decisive victory at Gembloux • Parma became a master of siege warfare with the taking of Maastricht (1579) and his siege of the vital port of Antwerp (1584), which included the construction of a bridge of boats across the Scheldt. Arguments and evidence that challenge the proposition should be analysed and evaluated. Relevant points may include: • In the 1470s, Alfonso of Aragon developed an army that conducted a *Reconquista* to gain control of Granada and other Muslim areas. He encouraged new commanders, e.g Mendoza, who developed siege tactics and effective deployment of artillery • Gonzalo de Cordoba developed the effective use of mobile infantry and cavalry, e.g. at Cerignola (1503). He played a key role in the development of *tercios* with massed pike formations linked with arquebusiers • Gonzalo focused on improving training for ordinary soldiers and for his officers to develop a more effective command structure. He also developed specialist armour • In 1525, Pescara, who had been trained by de Cordoba, developed more effective outflanking tactics which proved vital in the Battle of Pavia. He successfully integrated troops from other parts of the Empire, e.g. the *landsknechts* • Spanish forces, *Conquistadores*, were well led in South America and made very effective use of cavalry, infantry and superior firepower in defeating native forces and establishing control • Alba was less successful overall in his role in the Netherlands. His ruthless suppression aroused deep antagonism and determination to resist. His plans for sustaining and developing a large force were undermined by the lack of funding • The final stage of Parma's career was undermined by King Philip's insistence that he reduced his commitment to the Netherlands and played a role in the abortive Armada campaign and the invasion of France in 1590. Other relevant material must be credited.

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