Mark Scheme (Results)

Summer 2023

Pearson Edexcel
in GCE History (9HI0/32)

Paper 3: Themes in breadth with aspects in depth

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

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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.

Level	Mark	Descriptor
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 nature of the relationship between Philip II and Aragon and the extent of the threat to the King's authority in the years 1590-91. The author does not appear in the specification but candidates should be aware of the context. 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 is an official representative of another state and is keeping his government informed of events in Spain • He expresses his views very clearly and provides context re the political relationship between Philip II and Aragon • His account is balanced providing the Government of Venice with a summary of the situation and an assessment of likely developments. 2. The following inferences and significant points of information could be drawn and supported from the source: **The relationship between Philip II and Aragon:** • It suggests that the relationship between the Spanish monarchy and Aragon had evolved over time and that Aragon was not a priority for Philip as it made little financial contribution and he had other concerns • It suggests in the opening section that the nobility of Aragon have a clear sense of their own importance. It uses the words, 'they behave like a Republic.' • It indicates that Aragon was determined to preserve its traditional rights, e.g. *fueros* and the opportunity to make appeals directly to the King in the Cortes • It suggests that Philip was determined to assert his position, e.g. by appointing a prominent Castilian as viceroy. **The extent of the threat to the King's authority :** • It indicates that Philip felt his authority was threatened by the instability in Aragon and concerned that this might spread to other provinces • It indicates that Philip was so concerned that he asserted his authority by appointing a new viceroy even though it was clear that the appointment of a Castilian would be resented • It suggests that there were divisions in Aragon, e.g. between the nobility and the tenant farmers which created instability but limited the extent of the threat • It suggests that Pérez may have been able to harm the King's reputation • The mobilisation of over 10,000 troops suggests the extent of the King's concern but certainly curbed any significant challenge. 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: • Philip's was facing a range of difficulties with serious economic problems as well as the humiliating failure of the Armada and an unresolved challenge to Spanish authority in the Netherlands • Peréz escaped to France where he published accusations against Philip • Philip did intervene and sent in a force of 14,000 men which showed his concern about the situation. There was no effective resistance and the states of Catalonia and Valencia did

	not get involved • Philip took very firm action against the leaders of the rising. Once order had been restored he modified rather than removed the traditional rights of Aragon, e.g. votes in the Cortes no longer had to be unanimous.

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 problems Charles I faced, in the years 1516-22, were of his own making. Arguments and evidence that the problems Charles I faced, in the years 1516-22, were of his own making should be analysed and evaluated. Relevant points may include: • Charles I delayed going to Spain and concentrated on dealing with issues concerning France, e.g. negotiating the Treaty of Noyon • Charles I did not learn Spanish, which made communication more difficult and was perceived to be showing a lack of concern for his responsibilities • Charles I removed Cisneros, an experienced and much respected adviser, from office in 1517, which was interpreted as arrogance on his part • Charles I pursued other ambitions, e.g. campaigning to become Holy Roman Emperor in 1519, which both diverted him from Spanish matters and also involved the use of Spanish finance • Charles I gave non-Spaniards positions of responsibility in Spain, e.g. appointing Adrian of Utrecht as regent in 1522. These advisers appeared to have little sensitivity to regional concerns. Arguments and evidence that challenge the proposition should be analysed and evaluated. Relevant points may include: • Spain had experienced political instability since the death of Isabella in 1504 and was riven with factions, putting their own ambitions first. There were many who supported the claims of Ferdinand to the throne • Many Spanish grandees pursued their own ambitions and were determined to keep their own privileges, e.g. the *fueros* • There was deep seated resistance to the corregidors, whose role and power had been established under Ferdinand and Isabella, and determination to prevent further developments • The Spanish economy was experiencing difficulties, e.g. there had been serious crop failures. 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 suggestion that Hernando de Valdés was the most significant influence in the campaign for religious orthodoxy in Spain in the years 1558-70. Arguments and evidence that Hernando de Valdés was the most significant influence in the campaign for religious orthodoxy in Spain in the years 1558-70 should be analysed and evaluated. Relevant points may include: • Valdés held two of the most powerful positions in the Spanish Church for the majority of this period, Archbishop of Seville and Inquisitor General. These appointments were made by the king and this shows Philip II's willingness to grant him authority • Valdés established the Index in Spain and identified 670 writings, which were banned • Valdés reformed the organisation of the Inquisition basing it in Madrid and establishing 15 tribunals. He also legislated for extra powers, which were widely used • He targeted and pursued the case against Carranza who was accused of Calvinist sympathies. In this case he worked closely with Melchor Cano who accepted the leadership of Valdés. Arguments and evidence that challenge the proposition that Hernando de Valdes was the most significant influence in the campaign for religious orthodoxy in Spain in the years 1558-70 should be analysed and evaluated. Relevant points may include: • Philip II was very pious as is shown in the building of the Escorial and repeatedly stated that his greatest responsibility was to the church • The Jesuits were a movement which originated in Spain and initially were a force which reinvigorated the spiritual strength of the Roman Catholic Church • The decrees of the Council of Trent had a huge impact and Spanish church leaders played a leading role in its deliberations, with the authority of bishops being augmented and 20 seminaries being established to educate the clergy • Christian mysticism began to have an increasing impact and the work of individual monks and nuns, e.g. St Teresa of Avila and St John of the Cross, led to considerable reform and revival of religious groups in Spain, e.g. the Carmelites. 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 suggestion that the acquisition of the Portuguese fleet (1580) was the most significant development in Spanish naval power in the years 1474-1598. Arguments and evidence that the acquisition of the Portuguese fleet was the most significant development in Spanish naval power in the years 1474-1598 should be analysed and evaluated. Relevant points may include: • The extensive Portuguese navy came under the control of Philip II. It contained galleasses as well as galleons and there were many capable and highly experienced navigators and sailors • Spain gained control of the Atlantic seaboard with a number of excellent harbours and shipbuilding yards, e.g. Lisbon which also had a gun foundry • Spain gained control of an overseas empire stretching from the Azores to Brazil. Philip was now at the head of a massive global empire across 3 continents • There was a great boost to the prestige of Spain and the opportunity to add to their wealth by exploiting areas of the New World which had been colonised by Portugal, e.g. Brazil. Arguments and evidence that challenge the proposition that the acquisition of the Portuguese fleet (1580) was the most significant development in Spanish naval power 1474-1598 should be analysed and evaluated. Relevant points may include: • In 1479 Spain gained control of the Canary Islands, which provided a platform for further exploration westwards and in 1496 Columbus established a naval base at Santa Domingo which was used to repair ships • In 1528 Spain began a major build up of naval power by contracting in support from Genoa, e.g. from Andrea Doria, who played a significant part in Spanish success in the Italian Wars • There was a massive programme of galley building from the mid-1550s to the 1570s, during which 300 galleons were constructed; they helped to deal with the multiple challenges Spain faced • The Spanish fleet had defeated the Ottomans to gain control of Malta in 1565 • The Spanish fleet under Don John won a victory against the Ottomans at Lepanto in 1571, which was a massive boost to Spanish naval prestige and removed the immediate

	threat of the Turkish fleet in the Mediterranean. 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 suggestion that the conquest of the Incas by Pizarro had the most significant impact on the development of Spanish wealth and power in the New World in the years 1474-1580. Arguments and evidence that the conquest of the Incas by Pizarro had the most significant impact on the development of Spanish wealth and power in the New World in the years 1474-1580 should be analysed and evaluated. Relevant points may include: • Pizarro, by defeating the most powerful native state in South America, provided a massive boost to the military reputation of Spain • The development of Spanish ships to protect the trade routes across the Atlantic provided a boost to Spanish naval power • In 1545 the mines at Potosi were discovered and black slaves were brought from Africa to develop them. In the 1530s 324,000 ducats of precious metals were being sent back to Spain; by the 1550s this was averaging 870,000 • The rearing of cattle and sheep, both introduced from Spain, was very successful and provided new opportunities for many farmers from Spain to establish large estates and boosted the trade and wealth of Spain. Arguments and evidence that challenge the proposition that the conquest of the Incas by Pizarro was the most significant event on the development of Spanish wealth and power in the New World in the years 1474-1580 should be analysed and evaluated. Relevant points may include: • Under Ferdinand and Isabella the Treaty of Alcacovas (1479) gained Spain control of the Canary Islands which was a platform for further exploration westwards • In 1492 Columbus led the first of a series of expeditions and established a Spanish base at Santa Domingo in 1496. He also studied the trade winds and produced charts which were useful to later explorers • Expeditions led by Conquistadores developed colonisation with Puerto Rico (1508), being a source of gold and the first deployment of the encomienda system, and Cuba

	(1511), where sugar and tobacco were harvested • The voyage of Balboa (1513) discovered the straits connecting the Atlantic and Pacific and began the development of the Pacific seaboard • A House of Trade was established in Seville in 1503. This showed the scale of the trade and the need to regulate it to ensure the benefit to the state. As trade expanded, a Royal and Supreme Council of the Indies, also based in Seville, was established in 1524 • Hernan Cortes took a force into Mexico and defeated Montezuma to gain control of the Aztec capital Tenochtitlan. He introduced the encomienda system and cattle ranching prospered. Silver mining was developed and produced great wealth • The treaty with Portugal (1580) led to Spain gaining control of Brazil which brought new sources of wealth, e.g. access to the sugar plantations. Other relevant material must be credited.

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