



Mark Scheme

Summer 2025

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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Generic Level Descriptors: Section A

Target: A02: 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 enquiries 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 the source in relation to both enquiries 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 assess its value for an enquiry into the attitude of the Spanish authorities to the Muslim community in Spain and the reasons for the outbreak of the Great Rebellion in Granada in 1568. The author of the extract is not named in the specification but candidates should be aware of the context. - 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 of the source was a leader of the Morisco community and well informed about both their feelings and intentions - The document is very clearly and directly expressed making clear the strength of the author's feelings and argument - The source expresses confidence in the rectitude of their cause. - 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 attitude of the Spanish authorities to the Muslim community in Spain: - It suggests that the attitude of the Spanish authorities had hardened, 'agreed to respect rights' to 'threaten our way of life'. The persecution had continued over a period of time - It indicates the hostility of the leaders of the Church to the Moriscos and the feeling they are not real converts to the Catholic church, e.g. Cisneros in the early sixteenth century and the Archbishop of Granada in the 1560s - It Indicates the Spanish authorities are, at least partly, motivated by economic issues because of their attitude to the silk trade. 'import of cheap products from other parts of Spain.' The reasons for the outbreak of the Morisco revolt: - It provides evidence that the customs and culture of the Moriscos are threatened, 'No longer able to speak their native language, to sing and dance.' - It indicates the Moriscos are facing economic hardship with the specific example of the silk trade being cited - It suggests that there is a feeling that the time is right to take action and that a rebellion rooted in the Alpujarras hills will be very hard to deal with, e.g. the preparations have been made, 'weapons, flour and other provisions stored in caves' - It indicates that relations with the Christian community have deteriorated, e.g. having to leave their doors open. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - Granada presented special problems to the Spanish regime as more than half the population were Moriscos - Philip II was determined to assert his authority and had a very strong sense of his responsibility as leader of a Christian state - The financial position of Philip's regime was not strong with the combined effect of inflation and debt repayments.

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 statement that Charles I's improved relationship with the Cortes of Castile was the primary reason that he was able to govern more effectively after the revolt of the Comuneros. Arguments and evidence that Charles I's improved relationship with the Cortes of Castile was the primary reason that he was able to govern more effectively after the revolt of the Comuneros. Relevant points may include: • Charles began to understand the importance of established institutions and recognised the traditional rights of the Cortes to petition him and to be consulted • Charles saw the benefits of working with the Cortes, after initial issues over finance in 1520, and was granted <i>servicios</i> which were vital in stabilising the financial position • Charles recognised that good relations with the nobility would strengthen his position and accepted the traditional rights of the nobility over taxation • Charles asserted his absolute right to political control at the meeting of the Cortes in Valladolid and, in the light of the above points, this was not contested. Arguments and evidence that challenge the statement that Charles I's improved relationship with the Cortes of Castile was the primary reason that he was able to govern more effectively after the revolt of the Comuneros should be analysed and evaluated. Relevant points may include: • Charles spent seven continuous years in Spain and it became the focus of his administration and his authority • Charles stepped up his efforts to learn Castilian Spanish and this led to more effective communication as well as being evidence of his commitment • Charles married Isabella of Portugal who was related to the Castilian royal family. Isabella proved to be highly competent and was a very effective regent when Charles was absent • Charles appointed effective ministers in Gattinara and De Los Cobos who were loyal to him and excellent administrators • Charles appointed senior Castilian nobles to his Council of State to work alongside Adrian of Utrecht • In 1528 Charles called an emergency meeting of the Cortes to request additional finance but his plea was rejected. The meetings of the Cortes were less frequent subsequently. 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 crisis in Aragon, in the years 1590-93, was primarily the result of hostility to Castile. Arguments and evidence that support the statement that the crisis in Aragon, in the years 1590-93, was primarily the result of hostility to Castile should be analysed and evaluated. Relevant points may include: • Philip II established Madrid as his capital in 1561 and subsequently paid limited attention to the affairs of Aragon. He rarely visited Aragon and, by 1590, he had not held a Cortes for 20 years • Hostility towards Castile increased because of Philip's perception that the financial contribution of Aragon was markedly less than that of Castile, which led him to deny Aragon the benefits of access to the markets of the New World • Aragon was suffering from depopulation, with many leaving for Castile, which offered better economic opportunities • There was anger that Philip had sent troops into Aragon under the pretext of defending the coast against African pirates. This was felt to conflict with the rights of Aragon and was evidence of Castile's sense of superiority • Philip appointed Almenara, a Castilian, to be Governor of Aragon. The nobility of Aragon felt this appointment should be from their number. Arguments and evidence that challenge the statement that the crisis in Aragon, in the years 1590-93, was primarily the result of hostility to Castile should be analysed and evaluated. Relevant points may include: • Aragon was proud of its traditional rights, the <i>fueros</i>, and were determined to have control of their judicial system and appoint their own justiciar • Aragon was experiencing increasing economic hardship which was creating tension inside the province • There was increasing instability in Aragon and fears that French protestants would take advantage of weak control of the frontier and infiltrate, spreading their doctrine • A rebellion broke out in Aragon in 1591, led by Antonio Peres, who had fled from custody in Castile, and was regarded by Philip as a threat to his authority. Aragon felt that the attempt to arrest Peres was an infringement of their liberties. 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 struggle with the Turks was the greatest challenge to Spanish power in the years 1474-1598. Arguments and evidence that the struggle with the Turks was the greatest challenge to Spanish power in the years 1474-1598 should be analysed and evaluated. Relevant points may include: • The Turks supported constant threats to the trade routes with Italy • Charles I saw himself as the protector of the Christian church and regarded the Turks as a major threat • In 1522 the Turks, under their new leader Suleiman, took control of Rhodes and there were fears they would move further west with a particular threat to Malta • The Turkish threat to Malta (1565) and at Lepanto (1571) represented the apogee of the Turkish challenge to Spanish power • In 1534 and 1574 the Turks threatened Tunis, which Spain regarded as an important sphere of influence. Arguments and evidence that challenge the statement that the struggle with the Turks was the greatest challenge to Spanish power in the years 1474-1598 should be analysed and evaluated. Relevant points may include: • There was long-term, deeply-rooted conflict with France, culminating in the outbreak of the Italian Wars in 1494, which involved disputes over many strategically important areas, e.g. Burgundy, Navarre and Milan • Spain was often diverted by other problems, e.g. the revolt in the Netherlands which involved high costs, and involvement of significant forces and commanders • Spanish forces won victories over the Turks at Malta (1565) and Lepanto (1571), which reduced the Turkish threat in the Mediterranean • After Suleiman's death in 1566, his successors, Selim and Murad did not attempt to advance west in the years 1566-95. 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 the development of the role of the infantry was the most significant factor in the growing power of the Spanish army in the years 1474-1598. Arguments and evidence that the development of the role of the infantry was the most significant factor in the growing power of the Spanish army in the years 1474-1598 should be analysed and evaluated. Relevant points may include: • In the victory over the French at Cerignola (1503), De Cordoba introduced infantry tactics linking the use of the pike and the arquebus. This countered the threat of the French cavalry which had been very successful in the opening years of the conflict • De Cordoba trained a very effective group of young commanders who reformed the tercio method, e.g. at Pavia (1525) where the integrated firepower and speed of movement because of drilling was decisive • Groups of soldiers from other parts of the Empire, e.g. the <i>Landsknechts</i> were integrated into the tactics of the tercio • Alba developed the effectiveness of the tercio by introducing heavier armour piercing guns which were crucial in the Battle of Muhlberg (1547) • From the 1530s marine units of tercios were developed and were very effective, e.g. at Lepanto (1571). Arguments and evidence that challenge the statement that the development of the infantry was the most significant factor in the growing power of the Spanish army in the years 1474-1598 should be analysed and evaluated. Relevant points may include: • In the late 15th century, Ferdinand and Isabella developed a large force, with use of the <i>hermandades</i>, to conduct the Reconquista. The force made very effective use of artillery in siege campaigns • The conquistadores, in the first half of the 16th century, developed very effective tactics in the New World, making use of horses to provide greater mobility • The Spanish army required massive financial resources and relied especially on silver from the New World • Alba developed the use of heavy artillery in the Dutch Wars, e.g. the siege of Leyden (1573-74) • Alexander Farnese, the Duke of Parma, won a series of victories in the Dutch Wars, culminating in the Siege of Antwerp (1584). He combined the use of Italian built siege engines with the deployment of naval forces to seal off the Scheldt • Maurice of Nassau developed tactics, often making very effective use of his knowledge of the topography, to counter the tercios. Other relevant material must be credited.