



Pearson

Mark Scheme

Summer 2018

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

Unit 3: Themes in breadth with aspects in depth

Option 32: The Golden Age of Spain, 1474-15

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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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Level	Mark	Descriptor
4	13–16	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Option 32: Golden Age of Spain, 1474-1598

Question	Indicative content
1.	<p>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.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the attitudes of the leaders of the Comuneros Revolt and their grievances against Charles I. Candidates can be expected to be aware of the context of the Comuneros Revolt.</p> <ol style="list-style-type: none">The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:<ul style="list-style-type: none">The author is a leader of the revolt and is in a position to be aware of its purposeThe letter is designed to be read by Charles and to make clear to him the grievances of the leaders of the revoltThe letter was composed in the early stages of the revolt after the taking of a major city and indicates the confidence of the leaders at that stageThe tone indicates formal respect for 'Your Majesty' but the criticism is very direct.The following inferences and significant points of information could be drawn and supported from the source:<p>Attitudes of the leaders:</p><ul style="list-style-type: none">It suggests that they are confident that they represent the interests of their stateIt provides evidence of the strength of their feelings against external influencesIt provides evidence of their determination to sustain the institutions of their state, e.g. finance and judiciaryIt suggests that they are determined to maintain their controlling influence by safeguarding the role of the Cortes.<p>Grievances against Charles:</p><ul style="list-style-type: none">It provides evidence of the concern about the use of Spanish resources to provide finance to increase the personal power of CharlesIt suggests that Charles was not showing proper respect for the traditions and rights of SpainIt provides evidence of concern about the level of force used to suppress the revolt, e.g. Medina del CampoIt provides evidence of the anger that Charles is not living in SpainIt provides evidence of the resentment against Adrian of Utrecht, the regent chosen by Charles.Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none">The revolt had got off to a promising start with the taking of ValladolidCharles has been absent organising his campaign to be elected as Holy Roman EmperorThere was anger at the appointment of non-Spaniards to positions of responsibility and the removal of Spanish officials, e.g. Cisneros. <p>Other relevant material must be credited.</p>

Section B: indicative content

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

Question	Indicative content
2	<p>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.</p> <p>Candidates are expected to reach a judgement on the suggestion that the motivation for the establishment of the Inquisition in Spain was primarily religious.</p> <p>Arguments and evidence that the motivation for the establishment of the Inquisition in Spain was primarily religious should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The monarchs, Ferdinand and Isabella, were termed the Catholic Monarchs and wanted to make Catholicism the religion of their country• There was a strong feeling that large numbers of conversos were still practising Judaism• There was apprehension that Muslim influence was increasing in some regions of Spain• The argument that religion was the primary factor is strengthened by the material price that was paid as a result of the actions against other faiths whose members often had a successful role in business and commerce. <p>Arguments and evidence that other factors motivated the establishment of the Inquisition in Spain should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Social and economic envy was a driving force behind the Inquisition and was disguised as religious hostility, e.g. the influence of other religions in professions such as law and education• There was the opportunity to confiscate lands and property• There was growing apprehension of an external Muslim threat• The Inquisition was used as an instrument of political unity by the rulers of Castile and Aragon. <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<p>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.</p> <p>Candidates are expected to reach a judgement on the suggestion that Antonio Perez posed a significant threat to Philip II.</p> <p>Arguments and evidence that Antonio Perez posed a significant threat to Philip II should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Perez was a key figure in the factional struggles that undermined stable government in Spain. He led the Mendoza faction and was associated with the Duchess of Eboli • Perez was Philip's principal secretary from 1566 and the King and his other advisers felt that too much power was becoming focused on him • Perez and Philip had been involved in the conspiracy to murder Escobedo. Perez had written evidence incriminating Philip • In 1590 Perez escaped from captivity in Castile and became the focus of a nationalist rebellion in Aragon. <p>Arguments and evidence that Antonio Perez did not pose a significant threat to Philip should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Perez had a reputation for venality and corruption, which made it hard to attract large scale support • Significant factions, e.g. those involving Alva, were hostile to Perez • There was compelling evidence against Perez in the Escobedo case, including accusations that he had sold state secrets • The rising in Aragon did not attract support from other states, e.g. Valencia • The rising in Aragon was caused by a variety of factors, e.g. fear of the loss of ancient rights. <p>Other relevant material must be credited.</p>

Section C: indicative content

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

Question	Indicative content
4	<p>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.</p> <p>Candidates are expected to reach a judgement on the suggestion that Gonzalo de Córdoba made the most significant contribution to the success of the Spanish army in the years 1474–1598.</p> <p>Arguments and evidence that Gonzalo de Córdoba made the most significant contribution to the success of the Spanish army in the years 1474–1598 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• He developed the effective use of gunpowder, e.g. at Cerignola 1503. This transformed the Spanish Army, which had experienced difficulties against the French in the late 15th century• He was receptive to new ideas and employed experts, e.g. Novaro, whose engineering skills revolutionised siege tactics• He made the army more professional by focusing on training, which included the development of subordinate commanders• He improved the quality of armour and armaments establishing specialist workshops. <p>Arguments and evidence that later commanders made the most significant contribution to the success of the Spanish army in the years 1474–1598 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• After de Córdoba's death in 1515 later commanders faced increasing challenges, often operating as part of an Imperial force and sometimes facing determined Nationalist resistance in difficult environments• In 1525 Prospero Colonna, who had been de Córdoba's second-in-command, used outflanking movements to outwit the French forces at Pavia• In the 1530s there was a reorganisation of the tercios increasing their firepower and flexibility• Alva introduced the Spanish musket in 1567 and also developed the Spanish Road to provide supplies to the forces in the Netherlands• Parma became leader of the Spanish forces in the Netherlands in 1577 and revitalised the army improving morale, standardising equipment and building a line of forts to complement the natural barriers. He took Antwerp in 1585• In the 1580s Parma showed a mastery of siege tactics, e.g. at Antwerp and deployed Spanish land forces effectively at Gembloux. <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p>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.</p> <p>Candidates are expected to reach a judgement on the suggestion that the gaining of possessions in the New World had an overwhelmingly positive effect on the power of Spain in the years 1492–1598.</p> <p>Arguments and evidence that the gaining of possessions in the New World had an overwhelmingly positive effect on the power of Spain in the years 1492–1598 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Discoveries brought great prestige to Spain • It provided a stimulus to the shipbuilding industry, which brought commercial and military benefits • The New World brought new resources and opened up markets. The development of Seville as a trading hub is significant • 150,000 Spaniards settled in the New World and many developed encomiendas, which extended the influence of Spain • The influx of precious metals that funded further conquests and provided guarantees for loans from European banking houses. <p>Arguments and evidence that the gaining of possessions in the New World did not have an overwhelmingly positive effect on the power of Spain in the years 1492–1598 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Exploration of the New World led to tension with Portugal, which continued until 1580 • There were clashes with England over the activities of the English privateers • There was a fear Spain had become 'over-stretched' both territorially and financially. <p>Other relevant material must be credited.</p>

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