

Mark scheme

Sample assessment materials for
first teaching September 2015

GCE History (9HI0/32)
Advanced

Paper 3: Themes in breadth with
aspects in depth

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

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.
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.
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

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 and evaluate the source to consider its value in revealing the organisation of the Inquisition and its approaches to heresy in mid-sixteenth century Spain. The author of the extract is not named in the specification; candidates therefore cannot be expected to know about him, but should be aware of the importance of Toledo and de Valdes, who is named in the specification.</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 informed position of the author as a member of the Inquisition The report contains a mass of telling detail about the methods used It is being sent to a senior official in the Inquisition and so appears to be designed to impress him with the steps taken The report is limited to Toledo so typicality could be questioned. The following inferences and significant points of information could be drawn and supported from the source: <p>Organisation of the Inquisition:</p> <ul style="list-style-type: none"> It suggests that the Inquisition had a clear hierarchy, with reports from the locality to the headquarters It suggests that the Inquisition had a smoothly-functioning organisation in major towns such as Toledo It suggests a considerable number of active assistants at local level. <p>Approaches to heresy:</p> <ul style="list-style-type: none"> It provides evidence that the Inquisition operated with great thoroughness and speed in rooting out heresy It provides evidence that the Inquisition operated in a secretive manner It suggests that the Inquisition was extremely well versed in knowledge of the locality as a basis for conducting its task It suggests that the Inquisition possessed considerable power in conducting its operations, an indication of how seriously heresy was taken. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the organisation of the Inquisition and its approaches to heresy in mid-sixteenth century Spain. Relevant points may include: <ul style="list-style-type: none"> In 1559, there was a particular crackdown on heresy, following instructions issued by King/Emperor Charles De Valdes the Inquisitor General was particularly concerned with Toledo, whose Archbishop he hated and had arrested in August that year The powers of the Spanish Inquisition had just been strengthened by the Pope The approaches of the inquisition could sometimes become influenced by personal rivalries. De Valdes was inclined to use the charge of heresy against any clerical rivals such as Carranza, Archbishop of Toledo Some humanist but still orthodox Roman Catholics like Carranza found themselves under suspicion of heresy.

Section B: indicative content

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 treatment of Jewish <i>conversos</i> and Jews in the years 1480–92 was harsh and had a disastrous impact on Spain.</p> <p>Arguments and evidence that their treatment was harsh and had a disastrous impact on Spain should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • There were many cases of torture and executions of <i>conversos</i>, but accurate figures are difficult to come by; several hundred were burnt in Seville between 1480 and 1488 • The Inquisition in Aragon destroyed the great <i>converso</i> families after 1485 • The forcible conversion of the Jews led to great suffering among the 50,000 who refused and were expelled • 4,000 <i>converso</i> families fled from Andalusia in the autumn of 1480, partially depopulating the area and harming the economy • Some skills were lost with the expulsion of the Jews, notably in medicine • The crown lost in taxation from the expulsion of the Jews. <p>Arguments and evidence that contradict or modify the view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The vast majority of <i>conversos</i> survived and many continued to enjoy positions of authority • Much of the work of the Inquisition was concerned with enquiry rather than punishment • The Inquisition could only deal with Christians, and unconverted Jews were left alone by it • The majority of Jews expelled were poor farmers, and long-term damage to the economy was slight • Many of the roles in medicine and intellectual life were retained by newly, if forcibly converted, Jews • The number of <i>conversos</i> had actually increased by 1492. <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 both the revolt of the Comuneros in 1520 and the revolt in Aragon in 1590 show how limited the powers of Spanish kings were in this period.</p> <p>Arguments and evidence that support the view that they show how limited the powers of Spanish kings were should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In both kingdoms there was a complex mass of local rights and privileges, which the crown was bound to respect • In Castile, the Church, nobility and the towns were powerful and the king depended on their cooperation • In Aragon, local <i>fueros</i> (customs and privileges) were even more extensive than in Castile, and the power of the <i>Cortes</i> greater • Royal power in Aragon was limited by the office of <i>justicia</i>, who existed to guard against the abuse of royal power. <p>Arguments and evidence that contradict the view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Both revolts were crushed in a relatively short time, indicating the effectiveness of royal power • There were enormous differences in royal powers in Castile and Aragon both before the revolts and after • The revolt in Castile was essentially conservative and made no new constitutional demands for the <i>Cortes</i> to share authority with the crown, and the Castillian <i>Cortes</i> was generally cooperative with Charles • There were deep divisions within the nobility and within the towns in both revolts, and this enabled royal power to triumph • The revolt in Castile was crushed by the nobility of Castile, who formed a cooperative partnership with Charles • The crushing of the revolt by troops from outside Aragon did not lead Philip to alter the constitutional arrangements of the kingdom. <p>Other relevant material must be credited.</p>

Section C: indicative content

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 the key factor in upholding and extending Spanish power in the years 1474–1598 was the quality of the Spanish army.</p> <p>Arguments and evidence for the part played by the quality of the Spanish army should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The army and its effective use of hand guns under Gonzalo de Cordoba in the conquest of Naples for Ferdinand was vital • The small numbers of Spanish soldiers who overthrew the Aztec and Inca Empires in the Americas in the 1520s and 1530s • The formidable force assembled under Alba in the Netherlands in 1567 • The successes in both the Netherlands and France under Parma in the 1580s and 1590s. <p>Arguments and evidence for other factors contributing to upholding and extending Spanish power should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The armies were far from being 'Spanish'; a majority of the troops serving the Spanish monarchy were often Italian or German, even under Spanish commanders • The growing realisation that naval forces were vital to such a disparate empire and the consequent growth of a full-time Spanish fleet • Financial resources were vital to support the armies, navies and diplomacy, hence the importance of silver from South America • The solid support of Castile in providing taxation was crucial. <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 as to how accurate it is to say that there was a continuous extension of Spanish power and influence in the period 1474–1598.</p> <p>Arguments and evidence that there was a continuous extension of Spanish power and influence should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The conquest of Granada in 1492 and the opening up of the Indies by Columbus in that year • The conquest of Naples in 1504 and the later establishment of Spanish primacy throughout Italy • The extension of Spanish power in North Africa and the Americas in the 1520s and 1530s • The extension of influence to England in the 1550s and the establishing of a major army in the Netherlands in 1567 • The addition of Portugal to Philip's realm in 1580 • The exercise of military force in France by Parma in the 1590s. <p>Arguments and evidence that counter the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The serious setback to Spanish power in the Mediterranean in the 1540s that was brought about by Muslim raids • The loss of England in 1558 with the death of Mary • The outbreak of revolt in the Netherlands in 1572 and Alba's failure to suppress it • The failure of the Spanish Armada in 1588. <p>Other relevant material must be credited.</p>