



# Mark Scheme

Summer 2017

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

Unit 1: Themes in breadth with aspects in depth

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

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Publications Code 9H10\_32\_1706\_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.
- 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"><li>• 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.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• 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.</li></ul>
2	4–7	<ul style="list-style-type: none"><li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li><li>• 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.</li></ul>
3	8–12	<ul style="list-style-type: none"><li>• 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</li><li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li><li>• 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.</li></ul>
4	13–16	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li></ul>

Level	Mark	Descriptor
5	17–20	<ul style="list-style-type: none"> <li>• 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,</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 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"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>

Level	Mark	Descriptor
2	4–7	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• 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.</li> <li>• 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.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• 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.</li> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## 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 and evaluate the source to consider its value for revealing the nature of the charges against Carranza and the strength of his defence. Carranza and Valdes are named in the specification and candidates can be expected to be aware of them.</p> <p>1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:</p> <ul style="list-style-type: none"><li>• The source has authority being an extract from the official hearing of the trial of Carranza</li><li>• The witness against Carranza is a senior official of the Spanish Church and had been appointed by the king</li><li>• Carranza was Archbishop of Toledo, the highest position in the Spanish Church. He speaks for himself and does not seem inhibited.</li></ul> <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <ul style="list-style-type: none"><li>• <b>THE NATURE OF THE CHARGES</b><ul style="list-style-type: none"><li>• It indicates that Carranza had a close association with many persons of Lutheran opinion</li><li>• It states that Carranza had questioned Catholic doctrine in his writings</li><li>• It suggests that Carranza has used his official position to advance ideas opposed to the Catholic church.</li></ul></li><li>• <b>THE STRENGTH OF THE DEFENCE</b><ul style="list-style-type: none"><li>• It suggests that Carranza had the confidence of Philip II who had given him positions of responsibility</li><li>• It indicates that Carranza questions the motives of those who have charged him</li><li>• It indicates that Carranza has not been informed of all the charges against him</li><li>• It suggests that Carranza wishes to assume the moral high ground as he offers to forgive all those who have spoken against him.</li></ul></li></ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the nature of the charges and the strength of the defence. Relevant points may include:</p> <ul style="list-style-type: none"><li>• In the 1550s in Spain there was a crackdown against heresy, following on the instructions of first Charles I and then Philip II</li><li>• Valdes, the Inquisitor General was particularly concerned with Toledo and there was intense rivalry between him and Carranza</li><li>• The powers of the Inquisition had recently been strengthened by the Pope</li><li>• A leading Catholic like Carranza who had expressed interest in and a respect for humanist views was likely to be suspected of heresy.</li></ul>

## 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 about how accurate is it to say that the revolt of the Comuneros was caused by the conduct of Charles I at the beginning of his reign.</p> <p>Arguments and evidence supporting the statement that the revolt of the Comuneros was caused by the conduct of Charles I should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Charles did not make a positive initial impression, he had been brought up in Burgundy, could not speak Spanish and had no knowledge of Spanish affairs</li><li>• He did not appear to be giving Spain priority and was preoccupied with events in the Netherlands and with the potential threat from France</li><li>• Charles dismissed Cisneros who had experience of governing Spain</li><li>• There was distrust of his Flemish advisers, notably Chievres and Adrian of Utrecht</li><li>• There was anger when Charles focused on his campaign to be Holy Roman Emperor which was costly and would lead to further neglect of Spain.</li></ul> <p>Arguments and evidence supporting the statement that other factors, not the conduct of Charles I were the main reasons for the revolt of the Comuneros. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Spain was a country with significant regional divisions and was faction ridden</li><li>• There was already increasing resentment between the rising middle class and the established nobility which contributed to a fractious society</li><li>• There had been friction between the previous monarchs and the cortes of different provinces over the appointment and role of the corregidores</li><li>• In many provinces, notably Aragon, there had already been campaigns to protect local legal rights, the fueros.</li></ul> <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 about the accuracy of the statement that Spain's rising population was a more important factor in causing the price revolution.</p> <p>Arguments and evidence supporting the statement that Spain's rising population was the main factor in causing the price revolution should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The population of Spain rose very significantly during the 16th century from 4 million at the beginning to 6.5 million in mid-century to 8 million by the end. This coincided with the price revolution</li> <li>• The population of the cities rose especially dramatically with Seville being a notable example and supply fell behind demand</li> <li>• The rising population was not accompanied by improvements in agriculture, especially regarding production of grain, and the basic law of supply and demand led to a very rapid price rise</li> <li>• There was a lack of progress in textile production and the increased demand for clothing led to very significant price rises</li> <li>• The period of sustained price rise was largely before Potosi made its impact and that from mid-century to the 1590's the average annual rate was c1.5%.</li> </ul> <p>Arguments and evidence supporting the statement that the importation of precious metals, not the rise in population, was the main reasons for the price revolution should be analysed and evaluated Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In the mid-century Spain was experiencing an average annual inflation rate of 2.6 % and this coincided with the influx of silver from the Potosi mines which had been developed in the 1540's</li> <li>• Detailed figures were available from the officials in the customs houses of Seville and academics at Salamanca University established a correlation between the rate of imported precious metal and the inflation rate</li> <li>• 16<sup>th</sup> century economists, notably Mercado, believed that demand for Spanish goods from the New World had an inflationary impact in Spain, citing the pushing up of prices for textiles, especially velvet</li> <li>• The importation of precious metals led to the Spanish government taking out loans using their projected income as security. This had an inflationary effect as debts and interest payments increased.</li> </ul> <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 about the accuracy of the statement that the Battle of Lepanto was the key event in the growth of Spanish naval power in the years 1474-1598.</p> <p>Arguments and evidence supporting the statement that the Battle of Lepanto was the key event in the growth of Spanish naval power should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Spanish success blocked the Ottoman expansion into the western Mediterranean</li><li>• Don John gave an enormous boost to Spanish prestige throughout Christian Europe</li><li>• The myth of Turkish invincibility at sea was broken</li><li>• After the battle the Turks focused on their campaign against Persia.</li></ul> <p>Arguments and evidence supporting the statement that other events, not the Battle of Lepanto, provide more effective indication of Spanish naval power, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Ferdinand began significant naval developments in the late 15<sup>th</sup> century. This facilitated the takeover of the Canary Islands, an important staging post for the Atlantic</li><li>• Andrea Doria boosted the development of the navy in the 1520's dealing with the threat of the Barbary Corsairs</li><li>• The Malta campaign of the 1560's established Spanish naval power in the central Mediterranean. It provided an important new base</li><li>• The annexation of Portugal in the early 1580's brought a considerable number of ships and expertise to the Spanish navy</li><li>• The Armada of 1588 exposed weaknesses, especially regarding experienced commanders after the loss of Santa Cruz.</li></ul> <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 about the accuracy of the statement that the Ottoman Empire rather than France presented the bigger challenge to Spain in Europe in the years 1474-1598.</p> <p>Arguments and evidence supporting the statement that the Ottoman Empire presented the bigger threat should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• By the late 15<sup>th</sup> century, the Ottomans had developed the largest army in Europe</li> <li>• The Ottoman navy ruled the shipping lanes of the eastern Mediterranean and began to venture west</li> <li>• The Ottomans prospered under the leadership of Suleiman (1520-66) and Charles regarded them as a bigger threat to Christendom than Martin Luther</li> <li>• Philip II found the Ottomans equally challenging and suffered a major setback at Djerba. He also had to reduce his forces elsewhere, notably in the Netherlands to cope with the Ottoman challenge</li> <li>• Even after their massive losses at Lepanto the Ottoman fleet recovered quickly. However, by the end of the century their ships became less flexible and effective than the Spanish fleet</li> <li>• Under Francis I the French made alliances with the Ottomans and encouraged them to threaten Spanish interests. The Ottomans were given access to the ports of Marseilles and Toulon</li> <li>• There were fears that Muslims in North Africa, encouraged by the Ottomans, would encourage the Moriscos in areas like Granada to rise up.</li> </ul> <p>Arguments and evidence supporting the statement that France provided the greater threat needs to be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In the late 15<sup>th</sup> century there was tension and conflict over frontier provinces, notably Roussillon and Cerdagne</li> <li>• Ferdinand was determined to assert himself and was involved in a long running conflict over the province of Navarre</li> <li>• Ferdinand and Charles I were involved in the Italian wars against France over a sustained period, notably over the cities of Naples and Milan</li> <li>• There were concerns about an alliance between France and England in the reign of Elizabeth I</li> <li>• France sent military aid to the Dutch rebel against Spain in the 1580s and 1590s</li> <li>• The quality of Ottoman leadership declined after the death of Suleiman in 1566. Neither Selim nor Murad III had his stature.</li> </ul> <p>Other relevant material must be credited.</p>

