



# Mark Scheme (Results)

Summer 2022

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
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	<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>
<b>2</b>	<b>4-7</b>	<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>
<b>3</b>	<b>8-12</b>	<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>
<b>4</b>	<b>13-16</b>	<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 data-bbox="379 174 1388 280">• 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.</li><li data-bbox="379 291 1388 436">• 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 data-bbox="379 448 1388 566">• 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>
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</li> </ul>

Level	Mark	Descriptor
		<p>relationships between key features of the period.</p> <ul style="list-style-type: none"><li data-bbox="379 219 1337 320">• 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 data-bbox="379 331 1385 432">• 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 data-bbox="379 443 1401 510">• 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

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 reasons for hostility to the <i>conversos</i> and the actions proposed by the authorities to deal with them. The author of the source is not named in the specification but candidates should be aware of the context.</p> <ol style="list-style-type: none"> <li>The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: <ul style="list-style-type: none"> <li>The author was a leading official in the Inquisition and writes with authority</li> <li>The author is using a sermon to add authority to his words which are clear and direct</li> <li>The source is contemporary with the events and witnessing day-to-day activities. The author was based in Seville, which had a high Jewish population</li> <li>The tone of the sermon is very critical of the <i>conversos</i>.</li> </ul> </li> <li>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: <p><b>THE REASONS FOR HOSTILITY TO THE <i>CONVERSOS</i>:</b></p> <ul style="list-style-type: none"> <li>The tone of the source suggests hostility to a group that posed a threat to the Church, e.g. 'spread hateful ideas', 'denying the Divinity of Christ' '<i>marranos</i> who are spreading their poison.'</li> <li>It indicates that there is a feeling that the <i>conversos</i> are taking high profile jobs, 'positions of influence', which is causing resentment</li> <li>It provides evidence of racial feeling, 'beginning to outnumber pure-blooded Spanish people'</li> <li>It suggests that there are materialistic motives for the hostility, 'confiscation of their land'.</li> </ul> <p><b>THE ACTIONS PROPOSED BY THE AUTHORITIES TO DEAL WITH THEM:</b></p> <ul style="list-style-type: none"> <li>It indicates that legal processes are being adopted and that a code has been established to introduce and implement the Inquisition</li> <li>It indicates that the process will be conducted in a reasonable manner, e.g. suspects will be given time to confess their transgressions</li> <li>It indicates that the authorities will press those charged to provide information against others, 'confess all their sins and disclose the sins of others', which suggests that denunciations will be a significant part of the process</li> <li>It provides evidence that sanctions imposed could be material, e.g. the confiscation of land</li> <li>It makes it clear that the Inquisition will have the power to impose ultimate sanctions if they believe that an accused person has lapsed, 'the fire'.</li> </ul> </li> </ol> <p>3. Knowledge of historical context should be deployed to support and develop inferences and</p>



to confirm the accuracy/usefulness of information. Relevant points may include:

- Queen Isabella had been warned by many of her advisers, e.g. Torquemada, that the *conversos* were not true to the Christian faith and were a serious challenge to her authority
- The establishment of an Inquisition was sanctioned by the Pope but was under the direct control of the Spanish Crown and spread to different regions between 1478-81
- Several hundred executions were carried out in Seville in the years 1478-88
- It was time of economic and social unrest when minority groups were vulnerable.

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 statement that Cardinal Jiménez de Cisneros played the most significant part in preparing Spain for the accession of Charles von Habsburg in 1516.</p> <p>Arguments and evidence that Cardinal Jiménez de Cisneros played the most significant part in preparing Spain for the accession of Charles von Habsburg in 1516 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Cisneros, as President of the Royal Council, maintained day to day administration following the death of Isabella and prevented the grandees from installing either Ferdinand or Juana as puppet monarchs of Castile</li> <li>• Cisneros secured the support of most of the Castilian nobility for the succession of Charles by his control of, and distribution of, patronage</li> <li>• Cisneros acted as regent on the death of Ferdinand (1516) and established a Castilian militia to maintain order</li> <li>• Cisneros dealt with Muslim challenges to the authority of the monarchy, launching a successful crusade in north Africa, which was a potential base for incursions into Spain.</li> </ul> <p>Arguments and evidence that challenge the proposition that Cardinal Jiménez de Cisneros played the most significant part in preparing Spain for the accession of Charles von Habsburg in 1516 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Charles was most influenced by his Burgundian advisers, e.g. Chièvres and Adrian of Utrecht</li> <li>• Charles had decided to dismiss Cisneros and sent him a letter to this effect. Cisneros died before meeting Charles</li> <li>• The Treaty of Noyon removed the immediate challenge from France and enabled Charles to focus on Spain</li> <li>• Chièvres, who was sent to Spain after Ferdinand's death in 1516, removed potential opponents from the Royal court, e.g. Charles's younger brother Ferdinand who was sent to govern Burgundy</li> <li>• Charles met with Juana who accepted his sole rule, removing a potential focus of opposition</li> <li>• Charles appointed Gattinara and de los Cobos, who proved to be effective administrators who would carry out the work that would have been the responsibility of Cisneros.</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 on the statement that the writings of Martín de Azpilcueta and Tomás de Mercado constitute a convincing explanation of the causes of the price revolution in Spain.</p> <p>Arguments and evidence that the writings of Martín de Azpilcueta and Tomás de Mercado constitute a convincing explanation of the price revolution in Spain should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Salamanca School, to which Azpilcueta and Mercado belonged, sought to explain the price rises that were having an increasing impact on Spain in the first half of the century. Salamanca University was a highly respected academic institution</li> <li>• Azpilcueta developed a monetarist theory that argued there was a link between the price rises and the amount of money in circulation. He cited the specific example of France, where there was less money in circulation, which was not experiencing rises</li> <li>• Azpilcueta advanced the argument that there was a correlation between the price rises and the importation of gold and silver from the New World. He provided evidence to support his view</li> <li>• Mercado, who spent much of his life in Mexico, argued that the massive increase in demand for Spanish goods from the New World had an impact on prices</li> <li>• Mercado also argued that there was evidence that speculation by the business community and by bankers, and the increasing level of spending by the Spanish government, had fuelled inflation.</li> </ul> <p>Arguments and evidence that challenge the proposition that the writings of Martín de Azpilcueta and Tomás de Mercado constitute a convincing explanation of the price revolution in Spain, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Later research indicated that price rises were not consistent on all items as would be the case with monetarist theory</li> <li>• Agricultural produce rose in price because of the lack of investment, which led to poor yields and consequent higher prices. The vast expansion of the wool trade also led to a decline in arable farming, which forced up the price of grain</li> <li>• There was a very significant population increase during the second half of the century rising to around 8 million by 1600. This created increased demand, which forced up prices when there was inadequate supply</li> <li>• There were very significant regional differences. A lot of the contemporary research focused on areas such as Seville, the administrative hub for the New World, which provided the most extreme evidence.</li> </ul> <p>Other relevant material must be credited.</p>

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 statement that the siege of Malta (1565) was the most significant event in the expansion and maintenance of Spanish power in the Mediterranean in the years 1492-1598.</p> <p>Arguments and evidence that the siege of Malta (1565) was the most significant event in the expansion and maintenance of Spanish power in the Mediterranean in the years 1492-1598 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Malta was vital to preventing Ottoman control of the Sicilian Straits, the gateway between the eastern and western Mediterranean. If the island was lost it could be used as a base to attack Sicily and then the Kingdom of Naples</li> <li>• The Knights of St John, one of the most powerful military orders, had, at the request of Charles I, established their headquarters on Malta. They were responsible for its defence, which emphasises the strategic importance of the island</li> <li>• In 1565, Philip II learnt of the scale of the Turkish threat (170 warships and 40,000 men) and ordered Don Garcia de Toledo, the Viceroy of Naples, to intervene. This, together with the heroic resistance of Jean de Valette, forced the Turks to withdraw</li> <li>• The relief of Malta had a massive impact on morale in the West and broke the cycle of defeats, e.g. the loss of Rhodes and the defeat at Djerba (1560). It marked the limit of Ottoman influence in the Western Mediterranean.</li> </ul> <p>Arguments and evidence that challenge the proposition that the siege of Malta (1565) was the most significant event in the expansion and maintenance of Spanish power in the Mediterranean in the years 1492-1598 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In 1492, the conquest of Granada established Castilian control of a key coastal region and enabled Castile to adopt a more expansionist policy in the Mediterranean</li> <li>• In 1494, Ferdinand sent a force to counter the intervention of Charles VIII of France in Italy. Gonzalo de Cordoba gained control of Naples in 1495. Ferdinand was recognised as King of Naples in 1504</li> <li>• The Battle of Pavia (1525) was the decisive encounter of the Italian Wars, it showed the effectiveness of the arquebus against the French cavalry and the subsequent Treaty of Madrid (1526) established Spanish dominance over the Italian peninsula</li> <li>• In 1535, with the support of Andrea Doria, Charles I commanded a force of 400 ships and 60,000 men to eliminate the control by Barbarossa (a pirate working with the Turks) of Tunis, a strategically important site opposite Sicily</li> <li>• Philip II was concerned about the ambitions of France in Northern Italy. He ordered Alba to launch a pre-emptive strike with a force of 70,000 which crushed the French at St Quentin. France gave up all claims in Italy in the Treaty of Cateau-Cambrésis (1559)</li> <li>• After the defeat at Djerba (1560), Philip II focused on building up the Spanish fleet, which was deployed effectively to counter the threat of the Barbary pirates to Oran and established the fleet that was victorious at Lepanto (1571)</li> <li>• The Ottoman war with Persia (1578) led to a period of peace with Spain, which lasted until the end of Philip II's reign in 1598.</li> </ul>

	Other relevant material must be credited.
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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 statement that the building of galleys from 1560 was the most significant factor in developing the military power of Spain in the years 1474-1598.</p> <p>Arguments and evidence that the building of galleys from 1560 was the most significant factor in developing the military power of Spain in the years 1474-1598 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In the years 1560-74, over 300 galleys were built at huge expense giving Spain control of the Western Mediterranean with a fleet four times the size of that of Charles I</li> <li>• Philip II was conscious of the cost of relying on purchasing ships built by the Genoese and ordered the development of domestic production</li> <li>• The fleet of galleys played a major role in the defeat of the Turks at Lepanto in 1571 in the Eastern Mediterranean</li> <li>• The fleet of galleys gave Spain increased security for her Mediterranean coast, enabling greater activity in the Atlantic and Northern Europe; it also gave protection to Spanish trade and communications in the Western Mediterranean</li> <li>• Galleys sometimes played an important part outside the Mediterranean in coastal warfare and in carrying troops, e.g. the conquest of the Azores in 1583.</li> </ul> <p>Arguments and evidence that challenge the statement that the building of galleys from 1560 was the most significant factor in developing the military power of Spain in the years 1474-1598 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In the Reconquista (1474 onwards), Ferdinand developed a force skilled in siege-craft with improved artillery. The development of a highly effective professional army using tactics that took full advantage of new developments in firearms and heavy artillery</li> <li>• During the Italian Wars (1494 onwards), Gonzalo de Cordoba developed the use of tercios which linked the use of pikemen and arquebusiers which brought great victories against the French, e.g. Cerignola (1503)</li> <li>• In the 1520s and 30s, a relatively small force of Spanish soldiers was able to overthrow the Aztec and Inca empires making very effective use of Toledo steel swords, guns and horses</li> <li>• The influx of silver from the Americas enabled Spain to fund military developments and expeditions</li> <li>• Alba was able to build up a formidable force in the Netherlands in the 1560s, with particular focus on the development of muskets, and winning at Alcantara (1580) to gain control of Portugal</li> <li>• During the 1580s, Philip II ordered the construction of a large fleet of galleons designed for service in the Atlantic, which augmented the benefits of the acquisition of the Portuguese fleet and the port of Lisbon in 1580</li> <li>• The successes of the Spanish forces, e.g. in conducting effective siege warfare in both France and the Netherlands in the 1580s and 90s.</li> </ul> <p>Other relevant material must be credited.</p>

