



Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE History (9HI03)

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 sources 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>
<b>5</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Interrogates the evidence of the source 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.
<b>1</b>	<b>1–3</b>	<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>
<b>2</b>	<b>4–7</b>	<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>
<b>3</b>	<b>8–12</b>	<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>
<b>4</b>	<b>13–16</b>	<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>
<b>5</b>	<b>17–20</b>	<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

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 origins and the impact of the price revolution in Spain in the sixteenth century. The author of the source is not named in the specification but there is an explanation about him in the attribution.</p> <ol style="list-style-type: none"> <li>1. 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 an important theologian and academic who established the study of the economic situation in Spain</li> <li>• The author indicates the wide-ranging nature of the debate</li> <li>• The tone of the source indicates the urgency of the debate</li> <li>• The author keeps returning to his concern about the impact on religion.</li> </ul> </li> <li>2. 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 origin of the price revolution</b></p> <ul style="list-style-type: none"> <li>• It indicates that in certain regions there is a scarcity of money, which has led to a decline in trade, e.g. the cancellation of trade fairs</li> <li>• It claims that bad harvests have had a serious impact in the context of a rising population leading to higher prices for basic foodstuffs</li> <li>• It claims that the influx of precious metals has led to inflation by increasing the amount of money in circulation</li> <li>• It suggests that the increased influence of materialist rather than Christian values has been responsible.</li> </ul> <p><b>The impact of the price revolution</b></p> <ul style="list-style-type: none"> <li>• It claims that the impact has been varied in different regions</li> <li>• It claims that the rise in the cost of living has caused severe hardship</li> <li>• It suggests that religious values are becoming less influential in society: 'the power of money has begun to challenge the power of the church.'</li> <li>• It claims that the level of trade inside Spain is declining because of the lack of money in certain areas and the shortage of some goods because of exports.</li> </ul> </li> <li>3. 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"> <li>• There had been a massive demand for Spanish goods from the New World</li> <li>• There had been a significant rise in population from c6 million in 1500 to over 8 million at the end of the century</li> <li>• The discovery of the mines at Potosi in 1545 had significant impact</li> <li>• The responsibilities of the Empire and dealing with the threat of Protestantism and the Ottoman Empire were placing increasing economic pressure on Spain and the crown resorted to loans, often using the projected income from the New World as security.</li> </ul> </li> </ol>

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 Queen Isabella played the key role in the introduction of the Inquisition to Spain.</p> <p>Arguments and evidence that Queen Isabella played the key role in the introduction of the Inquisition to Spain should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Isabella was very devout and determined to enforce religious conformity and persuaded Pope Sixtus IV to give control of the Inquisition in Spain to her and Ferdinand</li> <li>• Ojeda's sermon in Seville in 1478 warning of the threat posed by the Jews and <i>conversos</i> had a profound impact on Isabella and gave her a sense of mission</li> <li>• Isabella saw the Inquisition as a solution to the political and religious divisions in Spain</li> <li>• Isabella worked closely with Torquemada and appointed him Inquisitor General.</li> </ul> <p>Arguments and evidence that contradict the proposition should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There had been an inquisition in Spain in the 13<sup>th</sup> century to deal with heresy that had crossed into Castile from France</li> <li>• Torquemada, who was Isabella's confessor, took the initiative and established a number of tribunals. He encouraged people to denounce <i>conversos</i> who had lapsed and organised the system of the <i>auto da fé</i></li> <li>• In many provinces and cities there was a great deal of anti-Semitic feeling, which was often linked to resentment about the economic success of the Jews and the <i>conversos</i></li> <li>• The city councils felt that their authority was being undermined and that the <i>conversos</i> were establishing more power and influence on local government.</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 extent that the Great Rebellion in Granada (1568) was a threat to Philip II.</p> <p>Arguments and evidence that the Great Rebellion in Granada (1568) was a threat to Philip II should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The revolt took two years to suppress and came at a time when Spain was facing other challenges, e.g. the south of Spain had been stripped of regular troops to augment the forces of Alva in the Netherlands</li> <li>• There were fears that the revolt could spread to other provinces with substantial Morisco populations</li> <li>• The rebel force increased from 4,000 to 30,000, which began to pose a considerable threat</li> <li>• There were concerns that Muslim forces from North Africa could intervene in Granada</li> <li>• The rebels had an articulate leader in Francisco Muley who wrote and distributed some clearly expressed accounts of the grievances and objectives of the rebels.</li> </ul> <p>Arguments and evidence that contradict the proposition that the Great Rebellion in Granada (1568) was a threat to Philip II should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There was no indication that the revolt was spreading to the neighbouring provinces of Valencia and Aragon</li> <li>• The Ottoman Empire made no move to support the revolt directly and was preoccupied with other campaigns, e.g. Cyprus</li> <li>• The rebels failed to coordinate their supporters and the situation was contained in the mountain areas where the Spanish were able to cut off supplies</li> <li>• The actions of Don John in bringing in forces from Italy and Eastern Spain countered any threat</li> <li>• The dispersal of the Moriscos to other areas of Spain countered the threat of a Muslim rising.</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 proposition that the Battle of Pavia (1525) was the most significant event enhancing the power of Spain in the years 1474-1598.</p> <p>Arguments and evidence supporting the proposition that the Battle of Pavia (1525) was the most significant event enhancing the power of Spain in the years 1474-1598 should be analysed and evaluated and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Battle of Pavia saw the defeat and capture of Francis I and Spain was a clear victor in the Italian wars making Spain the dominant power in Italy</li> <li>• The Battle of Pavia was a huge boost to the military self-confidence of Spain</li> <li>• The Battle of Pavia showed the development of an army containing forces from across the Empire, e.g. the Landsknechts</li> <li>• The Battle of Pavia saw the emergence of a new generation of military commanders, e.g. Pescara who had been trained and given responsibility by de Cordoba.</li> </ul> <p>Arguments and evidence that challenge the proposition that the Battle of Pavia (1525) was the most significant event enhancing the power of Spain in the years 1474-1598 should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Ferdinand and Isabella initiated the campaigns of the Reconquista in the 1470s and 1480s, which enhanced the unity and power of Spain</li> <li>• The Conquistadores won a series of victories in the New World in the 1520s and 1530s, which developed the wealth and power of Spain</li> <li>• Spanish forces won victories at Malta (1565) and Lepanto (1571), which reduced the threat of the Ottoman Empire</li> <li>• The treaty with Portugal (1580) gave Spain control of the Portuguese Navy augmenting her maritime power.</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 on the proposition that the Netherlands were a significant drain on the resources of Spain in the years 1474-1598.</p> <p>Arguments and evidence that the Netherlands were a significant drain on the resources of Spain in the years 1474-1598 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The cost of defending the Netherlands against French incursions was significant from the beginning of the 16<sup>th</sup> century. The Spanish garrison reached 70,000 by the 1570s</li> <li>• There was anger in the Netherlands that their taxes were being used to fund Spanish policies in other parts of their empire. This led to tax revolts, e.g. in 1539, which reduced the revenue going to Spain and forced her to increase her garrison</li> <li>• The Dutch rebellion from the 1560s to the end of this timeframe sapped the finances of the Spanish Crown and played a major part in the bankruptcy of 1575</li> <li>• The situation in the Netherlands drew England into conflict with Spain from the 1580s, which led to a significant drain on Spanish resources.</li> </ul> <p>Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In the 1480s very extensive and prosperous trade links had been established with the Netherlands, taking merino wool from Spain and selling finished cloth and imported carpets from the East to Spain</li> <li>• Trade continued to expand in the reign of Charles I with the import of spices leading to the Netherlands being regarded as the 'Indies of the North'. The trade fair at Medina del Campo became one of the largest in Europe because of the trade links</li> <li>• The taxation revenue from the Netherlands to Spain was significant and rising during the reign of Charles I, 500,000 ducats on average in the 1520s rising to 3 million in the 1540s</li> <li>• The port of Antwerp was central to the development of the Spanish economy as its financial institutions developed and it was a source of finance for Spanish merchants and the monarchy.</li> </ul> <p>Other relevant material must be credited.</p>