



**General Certificate of Education
June 2010**

A2 History 2041

HIS3C

Unit 3C

The Emergence of a Great Power?

Spain, 1492–1556

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Generic Introduction for A2

The A2 History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since a good historian must be able to combine a range of skills and knowledge. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or low Level 2 if some comment is included. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at Level 2 or low Level 3 depending on their synoptic understanding and linkage of ideas. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(b)) and will have access to the higher mark ranges.

To obtain an award of Level 3 or higher, candidates will need to address the synoptic requirements of A Level. The open-ended essay questions set are, by nature, synoptic and encourage a range of argument. Differentiation between performance at Levels 3, 4, and 5 therefore depends on how a candidate's knowledge and understanding are combined and used to support an argument and the how that argument is communicated.

The mark scheme emphasises features which measure the extent to which a candidate has begun to '*think like a historian*' and show higher order skills. As indicated in the level criteria, candidates will show their historical understanding by:

- The way the requirements of the question are interpreted
- The quality of the arguments and the range/depth/type of material used in support
- The presentation of the answer (including the level of communication skills)
- The awareness and use of differing historical interpretations
- The degree of independent judgement and conceptual understanding shown

It is expected that A2 candidates will perform to the highest level possible for them and the requirements for Level 5, which demands the highest level of expertise have therefore been made deliberately challenging in order to identify the most able candidates.

CRITERIA FOR MARKING GCE HISTORY:

A2 EXAMINATION PAPERS

General Guidance for Examiners (to accompany Level Descriptors)

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- Depth and precision in the use of factual information
- Depth and originality in the development of an argument
- The extent of the synoptic links
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- The way the answer is brought together in the conclusion

June 2010

A2 Unit 3: The State and the People: Change and Continuity

HIS3C: The Emergence of a Great Power? Spain, 1492–1556

Question 1

- 01** 'The most important achievement of the reign of Ferdinand and Isabella was the taming of the nobility.'
How valid is this view? (45 marks)

Target: AO1(a), AO1(b), AO2(b)

Standard Mark Scheme for Essays at A2

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show a good understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a very good understanding of the demands of the question. There will be synoptic links made between the ideas, arguments and information included showing an overall historical understanding. There will be a good understanding and use of differing historical interpretations and debate and the answer will show judgement through sustained argument backed by a carefully selected range of precise evidence. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a full understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical
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understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be very well-structured and fluently written.

38-45

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates will need to be aware of some of the privileges and authority of the nobility e.g. they controlled the local *Hermandades* (both a police force and a judicial court). They should assess the extent and success of the ways in which the nobility's power and influence was reduced and the effectiveness of these changes. They should also consider other areas of policy and draw some comparisons and contrasts in terms of outcomes/success. Candidates may refer to some of the following material to identify the threat to the crown and the community:

- they held large estates, some of which had been illegally siezed
- they had large fortunes available which meant they could raise armies
- representatives of the major noble families were members of the Royal Council of Castile which had an important role as a governing body and as a legal body
- they were involved in the *Hermandades* which gave them a considerable amount of authority in their locality
- nobles were the Masters of the three military orders of Castile which were both wealthy and powerful
- they were a threat to ordinary subjects who had no real redress against the actions of the nobles.

The following actions indicate some of the ways in which the monarchs reduced the power of the nobles:

- nobles were encouraged to spend time at court; this could politicise them but discourage outright opposition
- the *Hermandades* were put under the jurisdiction of a council or Junta; its first president was the Bishop of Cartagena whose authority came directly from the Crown
- by 1494, the monarchs secured the Grand Mastership of Santiago, Calatrava and Alcantara, which eventually were entirely incorporated into the crown with the support of the pope during the course of the late fifteenth and early sixteenth centuries
- although nobles could still attend the Royal Council (which was the main seat of government in Castile) they could no longer vote. They also lost any executive role which went to 'new men' or *letrados* who were usually trained in law at university
- military roles also ceased to be the province of great nobles; these roles, as well as work in the diplomatic and governmental offices became the work of 'new men' such as the gentry and townspeople as well as the 'converos' (Converted Jews)
- some nobles retained their titles, e.g. of Constable or Admiral, but had no real power-they became 'empty dignitaries'
- despite the fact that 3 members of the Council of Castile had to sign all official documents, the royal secretaries had the most power
- the Cortes of Castile became easily influenced as attendance by the nobility gradually reduced; it eventually only had 36 burgesses in attendance
- the role of the *corregidor* in the towns, although not systematic or successful in all towns in which one was placed, spread the authority of the monarchs rather than of the nobles.

However, there were other changes, overseen and encouraged by the monarchs which might be considered as the 'key achievement' of the reign, e.g.:

- the conquest of Granada which provided protection from Moorish invasion and reduced the Muslim threat
- influence over the Church; they ensured that their nominees were appointed to bishoprics and foreigners were not allowed to be appointed to posts in Spain and some of its revenues came to the Crown, e.g. a third of all tithes
- the development of the economy and raising taxes from its products, especially the Mesta
- cultural developments such as the growth of humanism and learning, printing etc.

Answers may conclude that the 'taming of the nobility' was the most important factor as it allowed the monarchy to be seen as the main power in Spain: this was certainly a move forward from the previous reign. There is no doubt that law and order improved. However, Spain was not a unified country and there were still major differences between the states. The experiment with the *corregidores* was only partially successful and many nobles still had much social and economic power if not political authority. However, it was a strong beginning which could be developed by their successors.

'Most important' **does** allow candidates to focus on other factors; BUT a focus on the nobility is required. Answers neglecting this will be unbalanced, unable to rise above L3.

Question 2

- 02** 'In the years 1504–1556 Spain achieved religious unity.'
How valid is this view? (45 marks)

Target: AO1(a), AO1(b), AO2(b)

Standard Mark Scheme for Essays at A2

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
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- L3:** Answers will show a good understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a very good understanding of the demands of the question. There will be synoptic links made between the ideas, arguments and information included showing an overall historical understanding. There will be a good understanding and use of differing historical interpretations and debate and the answer will show judgement through sustained argument backed by a carefully selected range of precise evidence. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a full understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be very well-structured and fluently written. **38-45**
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Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Spain was a country of differing religious faiths on Ferdinand and Isabella's succession. *Convivencia* or religious tolerance had been the policy but this was rapidly breaking down. This was a consequence of Spain's earlier history and the presence of Jews and Muslims as well as Catholic Christians. Catholicism was, however, the religion of the majority. At the beginning of Ferdinand and Isabella's reign, most Muslims lived in their own state of Granada, although Muslims as well as Jews were also, to be found by 1556 in other Spanish states. In addition, there were also other groups who emerged, e.g. the Illuminists or *Alumbrados* and Protestants, in this period.

Spain might be seen to have achieved religious unity from 1504–1556 in that, e.g.

- Ferdinand and Isabella gained the right to appoint to all church offices in newly conquered lands and Charles I could appoint all bishops in Spain; the Papacy also allowed taxes and loans to be raised from the Church
- all the monarchs of this period were pious. Catholics had set an example to their subjects
- the Inquisition was active throughout the period in persecuting many non-Catholics, often taking away their property, fining or imprisonment or by *auto da fe*, i.e. unity was generated by fear/force
- land conquered by Christians inevitably became officially Christian/Catholic, e.g. Granada conquered by Ferdinand and Isabella in 1492
- Jews were expelled in 1492, although this action has been partially attributed to their economic and financial status, rather than to a purely religious motive; also in 1525, Charles I ordered all Muslim groups to be converted or deported
- the Catholic Church underwent significant reform under Cisneros; this particularly included monasteries, e.g. new rules were imposed to create a common approach; the Polyglot Bible was issued; indulgences were banned etc; this renewed/revived Catholicism giving the Church greater influence
- the contribution of the Jesuits was important, they conducted preaching tours in Spain as well as in other parts of Europe and the New World.

However, despite these factors, religious unity was not achieved in Spain in this period:

- the work of the inquisition indicated that cases of heresy, which challenged Catholic orthodoxy, continued to emerge, e.g. in the 1520s various mystics emerged; a Lutheran was burned at the stake in 1530. Illuminists were persecuted particularly in the 1530s etc
- Erasmians were the most widespread of the 'heretics' and a number of significant people were arrested, imprisoned or had to leave, e.g. Valdes, author of *Dialogue of a Christian Doctrine*, 1529, fled to Italy. Vergera was arrested in 1533 (secretary to Cisneros and friend of Erasmus). However, others remained. Erasmus's writings were also influential, e.g. *Enchiridion* which was read by people of all classes in Spain
- small groups of Protestants continued to be discovered throughout the 1540s and 1550s, e.g. in Seville, a group was discovered in 1557 which had been active for a considerable period. Another group was formed in Valladolid in 1559. The discoveries led to a series of 'auto da fe' and to the decline of Protestantism in Spain by the 1560s, but it was never entirely eradicated

- Protestantism was encouraged by the numbers of books smuggled into Spain. Action was taken to reduce this with variable success. Licensing of printing began in 1502 and was extended in 1521; the writings of Luther were banned and an index of prohibited books drawn up in 1551. A further and more substantial index was produced in 1559. Nevertheless, Lutheranism was never fully eradicated in Spain
- many ordinary people continued to have very limited knowledge of Catholicism largely because their own priests were relatively ignorant and did not set an example
- the Jews who remained in Spain who accepted the Catholic faith at least outwardly became known as *conversos* but were never fully integrated; those who rejected the Catholic faith were arrested and many were burned (as late as the 1520s)
- Muslims had to choose between baptism as Christians or exile.

Overall, both persecution and reform brought change but not complete religious unity. The flow of Protestant literature, although kept to a minimum, continued; those of Jewish and Islamic extraction, and even those who seemed particularly pious, were continually barred from office and deemed to be lesser members of society. Nevertheless, their existence signified that religious unity was not entirely complete. The mixture of differing racial and religious groups in Spain was a significant factor in preventing Spain from fully achieving religious unity.

Question 3

03 To what extent was the Spanish monarchy financially secure in the years 1516 to 1529?
(45 marks)

Target: AO1(a), AO1(b), AO2(b)

Standard Mark Scheme for Essays at A2

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
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Indicative content

Charles I of Spain, arrived in Spain in 1517 and left again in 1520 to take up his role as Holy Roman Emperor. Although he returned in 1522, he left again in 1529. From that time on he became largely an absentee ruler. This was in significant contrast to the Catholic Monarchs

who constantly travelled around Spain to secure the support and obedience of their subjects. They had worked to build up the royal finances but had also spent a great deal on securing the state and developing new systems. Despite the foundations they laid, therefore, there were problems:

Charles's financial difficulties in Spain were extensive, e.g.:

- by 1523, Charles's debt far exceeded income; e.g. the income for the following year had already been spent
- interest on loans was high, e.g. 17.6% in the 1520s, when he had to postpone payment and negotiate a moratorium; matters grew worse in later years when the Genoese were charging 67.4%
- inflation generally, which was a general European-wide problem, added to these difficulties. Prices had risen by 2.8% on average after 1501, this disguises some much bigger rises at various times over the period
- there were considerable exemptions from taxation, e.g. nobles, the Church, reducing the potential yield substantially
- despite the new Council of Finance and its constant meetings, control was difficult and its accounting methods were not always reliable and statements were incomplete
- corrupt officials were common
- there were different coinage systems in Castile and Aragon, although there was an agreed rate of exchange
- as the Cortes grew in authority (as a result of Charles's frequent demands for taxes) they began to make more demands on Charles in return, e.g. demanding to be summoned on a regular basis which would allow greater negotiation with the crown on important issues.

However, there were a number of more positive aspects to Spain's financial situation in this period, e.g.:

- the sales tax (10%) or *alcabala* which was granted to him by the Cortes was a useful tax from the towns, however, its value eventually dropped over time. In 1516 it provided 300 million *maravedis*
- gold and silver from the New World, e.g. from 1516 to 1520 he received 1 191 836 ducats; this was the 'royal fifth'
- occasional grants from the Cortes (usually Castile as the more pliant Cortes) called *servicios*. Other Cortes also made grants from time to time, e.g. in the 1520s, approximately 130 000 ducats were raised
- the *subsidio*, tithes and other concessions such as revenue from vacant sees, from the Church; the Church was nominally exempt but did make grants and income from them rose over time
- customs duties, taxes on the Mesta for movement and pasturage of sheep
- Cruzada, which was a sale of indulgences begun to pay for the war in Granada, but was continued afterwards, raising up to 150 000 ducats per year
- the property and income of the Military Orders which was granted to him by the Pope
- borrowing, via the *juro* system.

But his responsibilities in the HRE meant that:

- Charles was not always able to be present in Spain to respond to specific demands and issues, and particularly to direct financial policy in detail, e.g. during the Lutheran affair
- the Cortes was being used to help finance his wars in Europe: it was summoned more frequently than in previous reigns and began to see itself as a more powerful body,

demanded to be called only every three years, i.e. they were attempting to dictate terms in return for financial grants

- his campaign to become Holy Roman Emperor cost more than 835 000 florins; 65% of it was borrowed from the Fugger financiers and therefore constituted serious debt
- he allowed the system of *encabezamiento* to continue in return for taxation, i.e. towns were allowed to determine their own level of taxation; this meant, however, that town councils took their own cut from the proceeds and taxes, thus pushing up the rates for traders, etc
- German financiers were repaid for their services by being allowed to buy offices, lands and *juros* in Spain or by granting permits to trade with America; settlements were also allowed, e.g. parts of Venezuela was colonised by the house of Welser.

Overall, Charles I was clearly not living within his income. Kamen considers that the mounting debt and financial problems were significant and were largely generated by Charles's role in Europe. Confidence was shaken; new forms of taxation in Spain were difficult to develop and the exemptions of the nobility were a major factor limiting overall income. However, it is possible that this situation might not have been so dire without the additional problem of rising prices in Europe – but this itself had some roots in the imports of bullion coming from the Spanish New World.

Many candidates will conflate 'financial' aspects with the general economy. This is an acceptable approach (A level students find the distinction difficult) but those candidates able to define terms more precisely should be appropriately rewarded.