

AS

History

Paper 1B Spain in the Age of Discovery, 1469–1556
Additional Specimen Mark scheme

Version: 1.0

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

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AS History Paper 1 Specimen Mark Scheme**1B Spain in the Age of Discovery, 1469–1556****Section A**

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|----------|----------|--|-------------------|
| 0 | 1 | With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of the state of the Spanish economy in the first half of the sixteenth century? | [25 marks] |
|----------|----------|--|-------------------|

Target: AO3

Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Generic Mark Scheme

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|------------|---|--------------|
| L5: | Answers will display a good understanding of the interpretations given in the extracts. They will evaluate the extracts thoroughly in order to provide a well-substantiated judgement on which offers the more convincing interpretation. The response demonstrates a very good understanding of context. | 21-25 |
| L4: | Answers will display a good understanding of the interpretations given in the extracts. There will be sufficient comment to provide a supported conclusion as to which offers the more convincing interpretation. However, not all comments will be well-substantiated, and judgements may be limited. The response demonstrates a good understanding of context. | 16-20 |
| L3: | The answer will show a reasonable understanding of the interpretations given in the extracts. Comments as to which offers the more convincing interpretation will be partial and/or thinly supported. The response demonstrates an understanding of context. | 11-15 |
| L2: | The answer will show some partial understanding of the interpretations given in the extracts. There will be some undeveloped comment in relation to the question. The response demonstrates some understanding of context. | 6-10 |
| L1: | The answer will show a little understanding of the interpretations given in the extracts. There will be only unsupported, vague or generalist comment in relation to the question. The response demonstrates limited understanding of context. | 1-5 |
| | Nothing worthy of credit. | 0 |

Indicative content

Note: This content is not prescriptive and students 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.

In responding to this question, students may choose to respond to each extract in turn, or to adopt a more comparative approach to individual arguments. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate or challenge.

Extract A: In their identification of Elliott's argument, students may refer to the following:

- adapting a medieval economic structure to the demands of worldwide Empire was the hardest task facing Spain in 16th century
- after an initial stimulus the Castilian economy suffered from the expansion of Empire because of the inadequacies of the Council of Finance
- the most serious failure was in not putting American silver to good use.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- reference to Spain's undeveloped economy before the period of Empire related to its heavy reliance on sheep and the restrictions of the mesta
- responsibilities of worldwide empire were brought about by the discovery of America bringing Mexico under control by 1522, Peru by 1536
- the expanding US market concerns the new opportunities for the export of Spanish products and the influx of silver – the bullion that bolstered the coffers of merchants and the Crown (which received a fifth of the profits)
- the economic failure related to the government's lack of effective exploitation of these resources. The import of bullion cause a price rise which was an initial stimulus to industry but rapidly provoked inflation
- the money was not invested for the benefit of economic growth in Castile but used to back further loans
- as shown by Extract B – this source only partly takes into account an initial boom in Castile
- it places the blame for failure solely on the unprofitable use of American silver without considering other issues, like the use of Castilian wealth to support Charles' possessions in Europe – particularly the Netherlands.

Extract B: In their identification of Kamen's argument, student's may refer to the following:

- Spain underwent a period of unprecedented prosperity in the first half of the sixteenth century
- the prosperity was the result of Castile's place at the heart of a worldwide Empire and in receipt of precious metals from America
- expansion was based on wealth which stimulated demand, boosted trade and enriched sections of the population.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- reference to Spain's poor economy and lack of resources before the age of Empire corroborates Extract A and emphasises the earlier agrarian economy
- the 'unprecedented prosperity' in Castile can be backed by contemporary evidence which suggests that the silk and woollen trades grew considerably in the first half of the sixteenth century. The glove trade also became a valuable export business and swords from Toledo were much in demand
- the influx of silver is seen here as a stimulus to growth by provoking inflation - a different interpretation from Extract A
- the enrichment of sections of the population would relate to the expansion of the wealthy merchant class
- this extract singles out the import of bullion as the main reason for growth, ignoring political factors (stability but also demand from Charles' wars); population growth and economic growth in other parts of Europe producing a flourishing export trade. These also made 'expansion possible'
- unlike Extract A, this suggests a period of continuous prosperity and ignores the rising prices, falling wages and high taxation within Spain before 1556.

Students are likely to conclude that Extract A is the more convincing, given the weaknesses within the Spanish economy: over-reliance on textiles; excessive regionalisation; heavy taxation that diverted/wasted income; lack of industrial investment and under-developed agriculture. However, it could be pointed out that both extracts acknowledge the stimulus that New World bullion gave Spain (particularly Castile) and students may suggest that the difference between these two interpretations is largely related to the point at which economic boom was replaced by decline. The import of bullion made prices higher in Spain than elsewhere and this was bound to have a detrimental effect at some point. By 1556, it would probably be true to say that some areas (mainly in the south) were still doing well whilst others (principally in the north) were already in decline. Accept any valid and supported argument.

Section B

0 2 'Ferdinand and Isabella destroyed the power of the nobility in Spain.'

Explain why you agree or disagree with this view.

[25 marks]

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.

Generic Mark Scheme

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|------------|--|--------------|
| L5: | Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. | 21-25 |
| L4: | Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. | 16-20 |
| L3: | The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. | 11-15 |
| L2: | The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. | 6-10 |
| L1: | The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. | 1-5 |
| | Nothing worthy of credit. | 0 |

Indicative content

Note: This content is not prescriptive and students 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.

Arguments supporting the view that Ferdinand and Isabella destroyed the power of the nobility might include:

- the re-appropriation of Crown lands and the destruction of castles of those who had sided with their enemies in the civil wars
- the reorganisation of local government, which gave power to the professionals with university training at the expense of the nobles
- the establishment of (paid) corregidores in towns to maintain royal power
- the reduction of nobles holding high Church office
- the use of Letrados in royal councils. Whilst Grandees were encouraged to live at court and attend, they could not vote
- the establishment of the Santa Hermandad which prevented nobles ignoring the law. In Castile, nobles could no longer operate their own law courts
- 1476-1494, Ferdinand took mastership of the military orders
- grandees were deliberately kept busy in the Reconquista (and rewarded with land well away from main sets of authority)
- bringing nobles to court helped to weaken their influence in the localities and helped turn them into 'courtiers' (symbolic)
- no longer sat in Castilian cortes (which was of one estate).

Arguments challenging the view that Ferdinand and Isabella destroyed the power of the nobility might include:

- Ferdinand and Isabella still created and rewarded nobles (e.g. for service in Grenada)
- nobles retained tax exemptions and honorific rights
- in Aragon a 4 estates cortes continued (2 estates of noble status) and here they retained exemptions from official courts of law
- nobles still important in the army
- high cost of Ferdinand's wars towards end of reign brought new reliance on loans from nobility
- disputes over succession after Isabella's death led Ferdinand into deals with nobility.

Students are likely to point out that nobles preserved much of their wealth and status in this period, but that they lost some of their independence, particularly in Castile and were partly displaced in royal government. Some may also argue that the power of the nobility was also reduced by factors other than Ferdinand and Isabella's policies, such as economic change, which brought increased urbanisation and a stronger artisan and merchant class which undermined the position of the traditional grandees.

0 3 'The foreign policies pursued by Charles V in Europe were of no benefit to Spain.'

Explain why you agree or disagree with this view.

[25 marks]

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.

Generic Mark Scheme

- | | | |
|------------|--|--------------|
| L5: | Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. | 21-25 |
| L4: | Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. | 16-20 |
| L3: | The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. | 11-15 |
| L2: | The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. | 6-10 |
| L1: | The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. | 1-5 |
| | Nothing worthy of credit. | 0 |

Indicative content

Note: This content is not prescriptive and students 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.

Arguments supporting the view that the foreign policies pursued by Charles V in Europe were of no benefit to Spain might include:

- most of the fighting against the French (1516-1556) was because of French concerns of Habsburg encirclement. This fighting took place in Italy, on the border with the Spanish Netherlands (1542-4) and the German border (1552-6)
- Charles devoted much time and energy to the defeat of Lutheranism within the German Empire. This was of little relevance to Spain, which was virtually unaffected by the Lutheran/protestant Reformation
- Charles fought against the Turks in Europe, but their expansion in this area was of little relevance to Spain (The Castilian Cortes refused to vote funds in 1527)
- Charles failed to commit himself wholeheartedly to a fight against the Turks in the Mediterranean because of his other concerns (e.g. Turks at Vienna, 1529)
- Charles failed to defend Spanish trading settlements on the North African coast. Only 4 remained by 1556
- much of Charles' foreign policy was largely unsuccessful (lost northern Italy, never destroyed the threat from France, Lutheranism was established in Germany and the Turks made advances in the Mediterranean)
- Spain suffered the financial burden of Charles' numerous foreign campaigns.

Arguments challenging the view that the foreign policies pursued by Charles V in Europe were of no benefit to Spain might include:

- Spanish control in Naples was affirmed 1516 and a further French attack in 1528 was repulsed. The French were driven from Navarre (Spain) in 1521. Consequently, the border with France was secure
- Spain saw itself as the leading Catholic country and was determined to fight heresy. Charles' campaigns against the Lutherans were supported by the Spanish Church and many Spanish grandees took command of his armies in this noble cause
- Charles' wars opened up Spain to outside influences and helped make its reputation as a great military power and defender of Catholicism, increasing its international status
- the fight against the Turks continued the tradition begun by Ferdinand and Isabella in the reconquista; the capture of Tunis, 1535, was of particular interest to Spain since control of the Mediterranean was vital to Spanish trade.

Students may either stress that the Spanish suffered at the hands of a monarch whose main interests were in northern Europe and for whom Spain was primarily a source of taxation, or they may choose to argue that Charles offered the Spanish an opportunity to fulfil their role as the Catholic leaders of Europe fighting heresy and Islam, confirmed and enhanced the country's international status, as previously developed by Ferdinand, and provided Spain with some security on the northern border and protection in the Mediterranean. Either way, Charles' involvement in foreign affairs cannot be said to be totally at variance with Spanish interests.