



A-level HISTORY 7042/1B

Component 1B Spain in the Age of Discovery, 1469–1598

Mark scheme

June 2023

Version: 1.0 Final



2 3 6 A 7 0 4 2 / 1 B / M S

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 Examiner.

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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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity, you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level, you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

- 0 1** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to Philip II's foreign policy.

[30 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

- L5:** Shows a very good understanding of the interpretations put forward in all three extracts and combines this with a strong awareness of the historical context to analyse and evaluate the interpretations given in the extracts. Evaluation of the arguments will be well-supported and convincing. The response demonstrates a very good understanding of context. **25–30**
- L4:** Shows a good understanding of the interpretations given in all three extracts and combines this with knowledge of the historical context to analyse and evaluate the interpretations given in the extracts. The evaluation of the arguments will be mostly well-supported, and convincing, but may have minor limitations of depth and breadth. The response demonstrates a good understanding of context. **19–24**
- L3:** Provides some supported comment on the interpretations given in all three extracts and comments on the strength of these arguments in relation to their historical context. There is some analysis and evaluation but there may be an imbalance in the degree and depth of comments offered on the strength of the arguments. The response demonstrates an understanding of context. **13–18**
- L2:** Provides some accurate comment on the interpretations given in at least two of the extracts, with reference to the historical context. The answer may contain some analysis, but there is little, if any, evaluation. Some of the comments on the strength of the arguments may contain some generalisation, inaccuracy or irrelevance. The response demonstrates some understanding of context. **7–12**
- L1:** **Either** shows an accurate understanding of the interpretation given in one extract only **or** addresses two/three extracts, but in a generalist way, showing limited accurate understanding of the arguments they contain, although there may be some general awareness of the historical context. Any comments on the strength of the arguments are likely to be generalist and contain some inaccuracy and/or irrelevance. The response demonstrates limited understanding of context. **1–6**
- 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.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate and challenge the interpretations/arguments/views.

In their identification of the argument in Extract A, students may refer to the following:

- before 1580, Philip's motives in foreign policy were largely defensive, and despite financial failings, were largely successful, curbing the Turks and maintaining peace with France and England
- after 1580, Philip became more aggressive in his aims and policies, particularly towards England and France. The acquisition of Portugal caused alarm and increased tensions with other European powers
- Philip never regarded his actions as aggressive, but rather that he was doing God's work. It was his 'fixed ideas' that led him to pursue unwise policies in the final part of his reign.

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

- it can be argued that Philip's foreign policies were largely defensive before 1580, such as the war against the Turks in defence of his Mediterranean territories, the defence of Milan and Naples from French aggression in the 1550s, and reactions to the revolt in the Netherlands
- the argument that the acquisition of Portugal was alarming to his European neighbours can be seen as convincing; the doubling of his empire and addition of the Portuguese navy strengthened Philip's military power and the deep-sea ports allowed access to the coastlines of England and France
- Philip's policies did become more aggressive after 1580, with wars fought against England and France. However, it could be argued that Philip's aims were still largely defensive against the Protestant threat in France and in reaction to English antagonism
- Extract A's focus on 'fixed ideas' as a motive in the final part of his reign could also be questioned – the wars with both France and England were also motivated by other factors.

In their identification of the argument in Extract B, students may refer to the following:

- religion was fundamental to Philip's foreign policy, as it had been to Charles. Philip wanted to protect Catholicism from both the Protestant and Muslim threat
- Philip's second aim in foreign policy was the defence of his territories, and the protection of his inheritance. The Netherlands were particularly vulnerable, so in order to defend them, he needed to protect the sea routes that linked them to Spain
- his third motive was a need for finance, which meant he needed to protect Spanish shipping crossing the Atlantic from the New World.

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

- religious motives were evident in the defence of Catholicism against the Protestant threat, particularly against the French Huguenots after the death of Anjou in 1584. To an extent, the wars against the Turks can be seen as religiously motivated (Holy League formed 1570), although it could be argued that this was more to do with defending his own interests
- Extract B is convincing in the suggestion that another primary aim was the defence of his inheritance. The geographical position of the Netherlands (proximity to Protestant England and the French) did

make them vulnerable to attack. Interference in the Dutch revolt by both England and France was the cause of conflict

- the importance of logistics in terms of moving money and men around the empire meant that Philip did need to protect the sea routes, leading him to form alliances with Italian states such as Genoa
- the significance of New World silver increased as Philip's financial position deteriorated. Attacks from English and French privateers led to the establishment of the convoy system to protect Spanish shipping. However, few measures taken to protect the New World treasure before 1590, suggesting this was a less important motive in Philip's foreign policy.

In their identification of the argument in Extract C, students may refer to the following:

- the acquisition of Portugal led Philip to change his focus and priorities in foreign policy, with Portugal and her empire taking precedence over events in Northern Europe
- Philip became the master of two global empires, giving the impression that there were no limits to his power and that he was unchallengeable
- after 1583, Philip began to take more gambles in foreign policy, becoming increasingly risky and on a grander scale, which ultimately ended in failure.

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

- the conquest of Portugal was a priority for Philip, shown by the fact he lived there 1580–83, in order to consolidate his power
- the perception of the increase in Philip's power through the acquisition of Portugal, as suggested by Extract A, was alarming to other European powers, particularly the addition of the Atlantic ports. However, in reality, the expansion of Spain's empire could be seen as a burden
- it is convincing to suggest that Philip took more large-scale risks in his foreign policy after 1583, such as the Armada of 1588, the escalation of war with France, as well as the ongoing war with the Dutch rebels
- however, it could be reasonably argued that this was the inevitable result of the culmination of long-term tensions, as well as a reaction to specific circumstances rather than a conscious shift in policy by Philip II.

Section B

0 2 'In the years 1478 to 1516, the Spanish Crown successfully achieved control over Spanish society.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16–20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is 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 in the years 1478 to 1516, the Spanish Crown successfully achieved control over Spanish society might include:

- the Crown successfully achieved a degree of control over the nobility, particularly in Castile, with measures such as the destruction of unlicensed castles, and reclaiming of Crown lands reducing the independence of the Grandees
- there was also a degree of control achieved over the towns, with the use of royal officials, such as Corregidores and the Santa Hermandad
- the Crown was successful in achieving religious control to an extent, with Inquisition and the expulsion of the Jews and Muslims leading to greater social control
- there was increased control of the Catholic Church. Royal powers to control appointments and appeals reduced the power and independence of leading prelates.

Arguments challenging the view that in the years 1478 to 1516, the Spanish Crown successfully achieved control over Spanish society might include:

- there were limits to controlling the nobility – the Grandees still exerted independence in the localities, continuing to control many towns and large estates, often operating outside of the law
- measures taken to increase control in towns were also limited – the role and powers of the Corregidores were limited, and they were often unpopular or rejected completely. Likewise, the Hermandad failed to ensure conformity and were disbanded in 1489
- religious control was also limited – the expulsions actually led to an increase of nonconformity, as more false Conversos and Moriscos were created as a result
- the Inquisition itself, due to restrictions in numbers of tribunals and logistics, also had only a limited impact on social conformity.

Although it could be argued that there was a greater degree of social conformity in 1516 compared with 1478, it is clear that there were limitations to this. Students may highlight the differences between Castile and Aragon here, or suggest that there was some degree of social conformity in terms of ending Convivencia and controlling the Church, but measures to curb the independence of the nobility and the towns were more limited. Students can access the full range of marks without making specific reference to religion or control of the Church.

0 3 'By 1556, the domestic policies of Charles V's government had greatly strengthened the Spanish Crown.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16–20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is 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 by 1556, the domestic policies of Charles V's government had greatly strengthened the Spanish Crown might include:

- the political condition of Spain saw significant improvements through reforms to conciliar government during the 1520s, leading to greater efficiency
- the social condition of Spain was improved through the development of an effective working partnership with the Grandees, and the subduing of the towns following the Comuneros Revolt, leading to greater domestic stability and social order
- improvements in the religious condition of Spain; the Converso threat had been effectively tackled, the expulsion of the Muslims from Aragon in 1526 was an important move towards religious unity, and the Protestant threat was dealt with through the work of the Inquisition
- there were improvements in the economic condition of Spain as a result of increased silver imports from the New World, bringing vast wealth into Spain.

Arguments challenging the view that by 1556, the domestic policies of Charles V's government had greatly strengthened the Spanish Crown might include:

- corruption in central government, particularly through the extended use of royal secretaries, as well as inefficiencies in conciliar government meant that there was little real improvement in the political condition of Spain
- the Grandees continued to exercise power in regional government, with significant privileges, and Charles' control over them was superficial. His policies of selling Crown lands to nobles and accruing further debts further decreased the Crown's position
- moves towards religious unity were superficial, with the Inquisition unable to tackle heresy, particularly in the Morisco community. The work of the Inquisition stifled intellectual and cultural growth in Spain through the Index, suggesting the condition of Spain was not improved by 1556
- the economic and financial position of Spain was not improved by 1556. The New World wealth was largely squandered, and did not lead to any benefit to the Spanish economy. The inflationary impact, as well as its use as collateral for huge foreign loans, was detrimental to Spain.

Students may argue that although the political, religious and social condition of Spain had been somewhat improved by 1556, the economic position of Spain was considerably worse in 1556. The mismanagement of New World silver and the vast increase in debts to both the Grandees and foreign bankers meant the condition of Spain's economy had not been significantly strengthened, and indeed was significantly weaker than it had been at the start of the reign. Students may refer to any of the above policies, and should not be penalised for not covering the full range of policies.

- 0 4** To what extent was the failure of Philip II's financial policies due to the mismanagement of Spain's overseas empire?

[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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16–20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is 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 failure of Philip II's financial policies was due to the mismanagement of Spain's overseas empire might include:

- Philip's mismanagement of his overseas empire led to a failure to invest the wealth from the New World into the Spanish economy; there was little development in infrastructure or manufacturing, leading to economic stagnation. Students could also refer to the increased burden of the Portuguese empire after 1580
- instead, income from the New World was largely spent on funding foreign wars. Furthermore, New World silver was used to secure further loans from foreign bankers, resulting in huge debts as well as the loss of whole areas of New World trade which were mortgaged to bankers
- Philip failed to deal with the inflationary pressures caused by the influx of gold and silver into the Spanish economy, failure to increase taxes in line with inflation led to a decline in real value of income from taxation
- Philip poorly handled the attacks on Spanish shipping by English and French privateers, as well as domestic smuggling, so was unable to fully benefit from the spoils of the empire.

Arguments challenging the view that the failure of Philip II's financial policies was due to the mismanagement of Spain's overseas empire might include:

- income from the New World increased fourfold in Philip's reign, and he was able to successfully gain a huge income, not only from silver, but the Royal Quinto, customs duties and clerical taxation, suggesting he did not mismanage his overseas empire. Valuable addition of Portuguese empire after 1580
- Philip's financial policies failed due to his inherited debts; had to declare bankruptcy as early as 1557
- Philip's financial policies can also be said to have failed due to the impact of wider economic trends of the 16th century; inflation and population growth were beyond Philip's control
- Philip was unable to control or restrict his expenditure, which was the root cause of his financial failings. Huge sums spent on the Escorial Palace, but largely on foreign wars which were a necessary means of defending his overseas empire.

Students may argue that although Philip's financial failings were due to the burden of his overseas empire to an extent, and he certainly failed to invest New World wealth into the Spanish economy, this was not the sole cause of his financial failings. His policies were unlikely to succeed as a result of inherited debt, and the constant requirement to fight expensive foreign wars.