



**General Certificate of Education  
June 2012**

**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 events which all examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised 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 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or low Level 2 if some comment is included. Students 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. Students 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, students 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 student'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 student has begun to *'think like a historian'* and show higher order skills. As indicated in the level criteria, students 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 students 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 students.

## **CRITERIA FOR MARKING GCE HISTORY:**

### ***A2 EXAMINATION PAPERS***

#### **General Guidance for Examiners (to accompany Level Descriptors)**

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##### **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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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

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June 2012

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

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

**Question 1**

- 01** 'By 1516, Ferdinand and Isabella had brought only limited unity to Spain.'  
Assess the validity of this view. (45 marks)

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

**Generic 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 an 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 good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good 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 well-structured and fluently written. **38-45**
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## 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 will need to identify and explain the various ways in which Ferdinand and Isabella tried to unify Spain and then assess the extent to which they were successful by 1516. It is likely that many answers will concentrate heavily on religion, including the issue of the Jews and the Moors. This is an acceptable approach but the many other aspects of unification, such as the personal authority of the monarchs, control over the aristocracy and government, the differences between Castile and Aragon, must be adequately addressed to produce a balanced answer.

There may be different approaches to the selection and deployment of evidence. Some students will start in the beginning and follow through the narrative of the reign and the policies of the joint sovereigns, and their consequences, with appropriate relevant comment and assessment along the way. Others may focus directly on the key words 'by 1516', giving a retrospective assessment of the cumulative process of the drive to unify Spain. Either approach is valid, depending on the effectiveness with which evidence is selected and deployed to support an argument in response to the question.

N.B: The end date of the question is 1516 and this should be the focus of effective answers. Some students may use their knowledge of later developments to explain the extent of the 'success'. Such an approach could indeed be valid but post-1516 material must be *used* to support a relevant argument in response to this question; it should not be deployed for its own sake and should not unbalance the answer. Nor is such an approach a requirement for the higher levels – many excellent answers will not go beyond 1516 at all.

Students may refer to some of the following in support of the argument that there was a high degree of success:

- success in the war against Granada was a massive step towards unity and greatly increased the prestige of the monarchs; its aftermath was also peaceful, along the lines of *convivencia*
- the dual monarchy up to 1504 was popular and effective – and vastly increased royal wealth
- the increasing role of the Inquisition ensured religious conformity – as did the expulsions of the Jews and the Moors from 1492
- the *Santa Hermandad* was an effective peacekeeping force; and links between Aragon and Castile were strengthened by the *corregidores*
- the monarchs kept excellent relations with the Church, through bishops such as Talavera and Cisneros.

Evidence to support the view that the extent of unity by 1516 was 'limited' might include:

- Spain was geographically and culturally diverse; there were many significant differences between the various kingdoms that could never have been overcome in one reign
- the encouragement of antagonism to Jews and other minorities, such as Moors and Moriscos, weakened the idea that Spain was a society of *convivencia* where all faiths and races lived peacefully together, Spain was still a long way from religious unity in 1516

- there remained wide differences between Castile and Aragon – these divisions widened after Isabella died in 1504. Ferdinand ruling on his own actually had stronger control in Castile than in Aragon. Granada and Valencia had to be ruled as separate entities
- the Crown could not dominate either the nobility or the Cortes – it had to aim for a partnership based on concessions.

As part of a balanced response, students may suggest:

- there was a lot of success early in the period but this started to peter out later, especially after the death of Isabella in 1504
- that the values of the time promoted religious unity and that, for Ferdinand and Isabella, preventing disunity was a key aspect of their authority overall
- that the powers of the monarchy were rather medieval in nature and simply not capable of centralised control; given these limitations the joint monarchs achieved a lot.

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**Question 2**

- 02** How successfully did Charles I consolidate royal authority in Spain in the years 1516 to 1529? (45 marks)

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

**Generic 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 an 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 good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good 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 well-structured and fluently written. **38-45**
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## 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 will need to provide a balanced evaluation of the extent of Charles I's royal authority in Spain, 1517–1529. They also need to be aware that the question is specifically focused on Spain – material on Charles as Holy Roman Emperor will be irrelevant (except perhaps, when used as evidence of the King being distracted from Spain, undermining his 'consolidation'). It is also important to note the end date, 1529.

Students may refer to some of the following evidence in support of the view that Charles I achieved a significant amount of success in consolidating his rule:

- the new king benefited from the reforms made during the regency of Cisneros; there was a lot of continuity from the reign of Ferdinand and Isabella
- approval by the Cortes were required for laws to be valid; in Aragon there were 3 separate Cortes and each one had to give its approval for its own region. However, the Cortes could not make laws but had to present petitions to the King. After a difficult beginning, Charles established a sound working relationship with the Cortes
- Charles kept a close eye on government institutions, such as the Council of State, the Council of Indies and the Council of Finance
- Charles made particularly effective reforms in the royal finances
- he had efficient secretaries, like los Cobos, and chose good advisers, like Gattinara
- Charles established an effective partnership with his nobility; he dealt effectively with the Germanias and Comuneros revolts
- by 1523, Charles was in a more favourable position following the defeat of the Comuneros and when the Cortes demanded redress of grievances he successfully opposed them
- the birth of Prince Philip in 1527 resolved the issue of the succession.

Nevertheless, there is a range of evidence to support the view that Charles did not succeed:

- he faced a lot of opposition, especially resentment of him as a 'foreigner', who appointed many foreigners to high positions – nobles resented the fact he could not speak Castilian Spanish
- he had great difficulties with the Cortes – the Cortes of Castile refused to grant him money for war against the Turks; the Cortes of Valencia refused to acknowledge him as King until he made a personal visit
- his role as Emperor meant that he was often distracted by non-Spanish problems
- the imposition of the 'servicio' tax on Charles' arrival in Spain contributed to the outbreak of the Comuneros revolt
- the Germanias and the Comuneros revolts were a serious challenge from 1519 to 1521
- the rise of Protestantism in the late 1520s threatened to disturb religious unity.

Some students may put forward differentiated assessments such as:

- the growth of new Councils, under the control of Cobos, was a significant development, rivalling the influence of the Cortes, but they did not always work smoothly – Spain was a highly regional kingdom and centralised rule was difficult to carry through
- the increase in bureaucracy was important but there was often resentment of their work – such as against the *letrados*.

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**Question 3**

- 03** 'In the years 1492 to 1556, Spain's economy was ruined by the ambitions of the Crown.'  
Assess the validity of this view. (45 marks)

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

**Generic 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

**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 will need to assess/explain the course of Spain's economy across the period and reach a balanced evaluation. There should be a clear focus on the key dates, 1492 to 1556, measuring the extent to which the economy was (or was not) weakened by the burdens imposed by the ambitions of the Crown; but we should not expect comprehensive coverage.

N.B: Since the Crown is a key factor in the question, it will be permissible to focus on the royal finances as well as purely economic issues.

Many, perhaps most, students are likely to agree that the economy was 'ruined' but some answers may argue strongly against this proposition and conclude that, overall, the economy was at least partially successful in economic terms. Evidence to support this view might include:

- Spain became the undisputed great military power of Europe in this period – the empire contributed to Spanish power. Spain gained enormous prestige and was the envy of other European nations
- from 1519, vast quantities of gold and silver began to flow into Spain from Mexico and Peru. This flow reached even higher levels after the discovery of the 'silver mountain' of Potosi in the 1540s. Although often misspent, the wealth gained from the vast expansion made Spain enormously rich
- Castile had exclusive rights on the American trade and Castile was the wealthiest part of Spain
- the Crown received great wealth through taxation in Castile and Aragon and huge sums were raised every year through the Cortes; after 1523 the Council of Finance was effective in boosting Crown revenues.

Nevertheless, there are a number of factors that could be used to support the claim that Spain's economy was indeed weakened by the ambitions of the Crown:

- the decision to expel the Jews in 1492 was based on a colossal mistake in economic terms and deprived Spain of its entrepreneurial class – this led in turn to a fatal dependence of foreign financiers such as the Fuggers of Augsburg
- the way the Crown administered the American trade through the Council of the Indies and tight state control was inefficient and wasted the potential economic growth that would have taken place through freer trade
- establishing the American Empire was slow and costly. It took more than 25 years before real wealth was found in Aztec Mexico. When the wealth really began to flow into Spain, it had seriously adverse effects on Spain's economy and the royal finances. The extensive imports of gold and silver from the New World did not benefit Spain's economy – it increased price inflation and it led to extensive royal debt. The government continued to raise loans which carried continuously increasing interest as high as 65% – and much of the money coming in to Spain often went straight out again
- because Charles was Holy Roman Emperor, much of Spain's wealth was spent on the other parts of the empire – for example, wealth from the Indies often by-passed Spain and was landed in European ports such as Antwerp
- the most damaging of all the Crown's 'ambitions' was war. Especially under Charles I, there was a constant drain on Spain's economic and financial resources to pay for this series of expensive wars

- serious problems for the future had been stored up by 1556, especially in relation to the price inflation and the repeated bankruptcies of the Crown under Philip II down to 1598.

**Converting marks into UMS marks**

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator:** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)