



**General Certificate of Education
June 2013**

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

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Generic Introduction for AS

The AS 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 historical skills, which include knowledge and understanding, are usually deployed together. 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 Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

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 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

June 2013

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

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

Question 1

- 01** 'There was nothing new about the New Monarchy.'
 Assess the validity of this view of the Spanish Crown in the years 1492 to 1516.
 (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.

The focus of this question is on the 'new' monarchy of Ferdinand and Isabella. Students will need to address the nature of the royal rule in the years 1492 to 1516 and to make an assessment of the extent to which it was (or was not) innovative and effective. Effective answers will provide a balanced argument backed by appropriate selective evidence. There is also room for differentiated assessments.

*** The end date of the question is 1516 and this should be the focus of effective answers. Some students may focus their evidence and arguments very closely on Isabella, who died in 1504, but the question is about the development of the monarchy to 1516, assessing the role of Ferdinand as well as Isabella and her legacy. Note also that the starting date of the specification is 1492. Many students may wish to include extensive material about the emergence of the dual monarchy from 1469 onwards. Such material may indeed be *used* effectively to explain the developments between 1492 and 1516 but the operative word is *used*. Background material described for its own sake will be of limited value.

Evidence used by students to support the contention the New Monarchy was indeed 'new' might include:

- joining together Castile and Aragon invigorated the monarchy and opened up new possibilities. The conquest of Granada gave Ferdinand and Isabella great prestige and launched a wave of religious expansionism
- the joint sovereigns established strong personal rule. They made frequent claims to have 'absolute' authority and maximised royal control by regular travels round the kingdoms
- centralisation of power was strengthened by new administrative systems (or spruced up old institutions – letrados, corregidores, Royal Council, Santa Hermandad, etc.)
- strong measures were taken to tame the nobility (and in Aragon to limit the autonomy of the city of Barcelona)
- new methods of raising Crown revenue
- lots of historians, including J H Elliott and Kamen, claimed that change and renewal did indeed amount to a new monarchy.

Evidence deployed by students to challenge the concept of a 'new' monarchy might include:

- many historians have disputed the concept of a new monarchy and stressed continuities with the past (J Lynch describes the so-called 'new monarchy' as simply refining existing methods and asserting authority more vigorously, not making radical changes)
- other historians have challenged the view that Ferdinand and Isabella were anything like as dominant as their traditional reputation suggests
- the revolts after 1506 might indicate that the nobility was not 'tamed' after all
- the expulsions of Jews and Moors had many adverse consequences.

Question 2

- 02** 'A foreign ruler who consolidated his power over Spain with ruthless effectiveness.'
Assess the validity of this view of Charles I 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 – even though it includes the concept of Charles as a 'foreign ruler', a Burgundian who also became Holy Roman Emperor. 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 was 'ruthlessly effective' and achieved a significant amount of success in consolidating his rule:

- Charles was indeed a 'foreign ruler' in that he relied on trusted advisers he brought with him from Burgundy at the beginning of his reign
- 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
- Charles was particularly effective in taking control of the royal finances
- Charles established a secure grip on the institutions of government, such as the Council of State, the Council of the Indies and the Council of Finance
- the birth of Prince Philip in 1527 made the Spanish succession secure.

Nevertheless, there is a range of evidence to challenge the view of Charles I as a ruthlessly effective and 'foreign' ruler:

- Spain was too big and too regional to be 'conquered' effectively – local differences and pockets of resistance were hard to overcome
- Charles faced a lot of opposition, especially resentment of him as a 'foreigner', who appointed many foreigners to high positions. Many nobles continued to resent the fact he could not speak Castilian Spanish and noble opposition was difficult to overcome. There was a lot of resentment against the *letrados*
- 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
- his own mistakes after Charles arrived in Spain contributed to the outbreak of the Comuneros revolt – and the Germania and the Comuneros revolts were a serious threat from 1519 to 1523
- the new king was not really so very foreign – Charles relied a lot on reforms made during the regency of Cisneros; Los Cobos was an important 'home-grown' influence; there was much continuity from the legacy of Ferdinand and Isabella.

Some students may put forward differentiated assessments suggesting perhaps that Charles was indeed a foreign outsider at first but that he rapidly established coherent and widely accepted methods of government without needing to act like a 'conqueror' – from about 1523, he used very consensual methods of government to consolidate his authority.

Question 3

- 03** 'Throughout the years 1492 to 1556, the Inquisition ensured religious unity in 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**
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- 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**
-

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.

***** This is a 'breadth' question and the depth of specific evidence should be judged accordingly. It is to be expected that there may be slightly less analytical detail than in narrower, 'depth' questions – the key requirement is synoptic grasp of the issues over the whole timescale of the question.**

Students will need to assess and explain the issue of religious unity in Spain 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 religious uniformity was (or was not) achieved; and how important and effective the Inquisition was in imposing its grip on society.

*** Since the Crown is a key, implicit factor in the question, it will be permissible to focus on the *use* of the Inquisition as a tool of royal policy, not least by Isabella, but this is not an essential requirement.

Many students are likely to agree that a considerable degree of religious unity was indeed 'ensured', though there may be debate as to whether it was 'complete'. But some answers may argue strongly against this proposition and conclude that, overall, there were deep undercurrents of opposition and dissent. Evidence to support this latter view might include:

- Spain remained a regional country with many local variations – the Inquisition was far more effective in Castile than elsewhere; many rural areas were hardly touched by the Inquisition and were served by local clergy who accepted local ways
- from 1502, the *Index* was widely ignored – it reflected what the Inquisition *wanted* to suppress but not the reality; in the 1550s, for example, there were numerous bookshops in places like Barcelona, selling a wide range of printed materials. Many banned books were later reprinted as controls slackened
- although great pressure was exerted to stifle influences from abroad, these measures were only partially effective
- the impact of the *auto-da-fe* is often exaggerated – the number of prosecutions fell away sharply after about 1530
- Illuminism was hard to root out and the Crown remained very worried about it, despite efforts at repression.

Nevertheless, there are a number of factors that could be used to support the claim that Spain did indeed experience a unique religious unity, 'safe' from Protestantism and the religious divergence witnessed elsewhere in Europe:

- the war against Granada since 1478 moulded the religious character of Spain and gave the Inquisition a massive power and authority from the start
- the decision to expel the Jews in 1492 was an important landmark and showed how the drive for religious unity was powerful enough to override economic and political considerations
- censorship was rigorous and pervasive
- although the number of persecutions and burnings was relatively small, they had a massive exemplary impact. The psychology of intimidation was strong and lasting
- because Charles was Holy Roman Emperor, the power of the Inquisition was strengthened by links with the Papacy and the wider Catholic Reformation

- the Inquisition had a strong commitment to, and control over, education. From the 1540s this control was enhanced by the Jesuits.