



A-level
HISTORY
7042/1B

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

Mark scheme

June 2019

Version: 1.0 Final

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.

Further copies of this mark scheme are available from aqa.org.uk

System Name	Description
?	Questionable or unclear comment or fact
^	Omission – of evidence or comment
Cross	Inaccurate fact
H Line	Incorrect or dubious comment or information
IR	Irrelevant material
SEEN_BIG	Use to mark blank pages or plans
Tick	Creditworthy comment or fact
On page comment	Use text box if necessary to exemplify other annotations and add further comment. Always provide a text box comment at the end of each answer.

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, i.e. 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.

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

Section A

- 01** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to Philip II's responsibility for the failure of Spanish policy in the Netherlands in the years 1556 to 1598. **[30 marks]**

Target: A03

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 and views.

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

- Geyl seeks a comparative approach between Charles and Philip within a context of Philip's inability to understand the complexities and inherent tensions which existed within the Netherlands
- Geyl is explicit in his views, where Charles was 'wise, loved and popular', 'Philip II was short-sighted, unbending and hated' despite Philip's attempts to maintain a continuity of policy inherited from his father with the nobility and the developing religious problems, Philip's authority and honour was challenged
- Geyl seems to suggest that whilst Charles and his policies were tolerated, Philip lacked the qualities which had made Charles' rule acceptable despite his attempts to follow his father's policies.

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

- Philip's lack of understanding of the complex system of inherited liberties and growing tensions would lead to rebellion. This can initially be seen in the period 1555–1559 where he demonstrated a clear disregard for established rights and procedures
- Philip followed his father's policies over the spread of Calvinism, adopting his policy of repression and persecution combined with an especially haughty Spanish manner; the contrast between Philip and Charles was stark
- the creation of an inner council led by Granvelle disaffected key nobles: Counts Egmont, Hornes and William of Orange, revealing that initially Philip made mistakes, leading to embittered relations with the nobles and the States-General
- the Bishopric scheme, whilst again a policy of Charles, would lead to further disaffection, revealing the failure of Philip to understand the latent sensibilities and religious and political structures within the Netherlands, discontent was focused on Philip
- his decision to remove his half-sister, Margaret of Parma, as regent by late 1566, despite her suppression of the Iconoclast Fury with the help of the nobles, determined Philip to appoint the Duke of Alva, whose actions would lead to further violence and rebellion in the Netherlands.

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

- Rady makes a case here for the abilities of the Dutch to wage effective war against the Spanish leading to strategic errors
- Rady acknowledges the skill of the Dutch leadership and their Calvinist support, the geography which advantaged the Dutch and the cutting-edge military engineering favoured by the rebels
- Rady indicates the impact of English intervention after 1585
- Rady similarly indicates the combination of Spanish financial weakness and an overstretched campaign against the Dutch, English and the French which divided Philip's attention and drained resources. Philip was not always responsible for the failure of Spanish policy in the Netherlands given the constraints imposed upon him.

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

- whilst Philip failed to maintain personal direct control from Madrid, until after 1572, he was increasingly overwhelmed by the ability of the Dutch to organise and resist the Spanish. Driven by religious fervour and an increasing sense of Spanish oppression, they were fortunate in having effective leadership in both William of Orange, until 1584, and later Maurice of Nassau. They utilised their forces, often aided by English and French volunteers, until the English decision to send an army in 1585
- Philip was not best served by the appointment of military governors: Alva, Requesens and Don John, whose actions failed to defeat the growing Dutch response to Spanish intervention
- English intervention was significant, the Armada was a considerable Spanish defeat which as propaganda was important. It drew Parma's army away from defeating the rebels in the North Netherlands letting them off the hook, revealing the burden of an overstretched campaign. In this sense Philip's responsibility for failure can be mitigated.

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

- Parker's argument is that Philip must bear the greatest responsibility for the failure of Spanish policy in the Netherlands, largely a consequence of his inability to understand the impact of his policies on traditional liberties
- Parker accuses Philip for failing to appoint more sensitive military governors rather than the bellicose governor, the Duke of Alva, whose actions led to widespread violence and subsequent disastrous decisions, creating further division
- Philip's religious beliefs, whilst shared with those of his father, nevertheless provoked further dissent and violence, the Bishopric question, persecution, the introduction of the Inquisition led a policy of confrontation which embroiled Spain, the United Provinces, England and France
- Parker maintains that failure was born from Philip's imperfect understanding of the parameters of his personal authority.

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

- Philip's decisions were demonstrably confrontational and rooted in his belief in his own authority and he was convinced he was, 'God's Lieutenant on earth'. His religious position would lead eventually to war with Spain's oldest ally, Protestant England, despite years of détente and after 1577 rapprochement, Philip remained remarkably restrained despite English provocation
- whilst England and Spain engaged in conflict in the Caribbean and New World, the Netherlands became the fulcrum for direct involvement in Spanish territory in Europe. The Armada became the means to eradicate that intervention in 1588. Whilst defeated, two further armadas were launched in the 1590s
- Philip created a vortex in the Netherlands which sucked everything into it. What had been a domestic problem developed into a major war. Philip's inflexibility and lack of compromise drove his strategic thinking
- whilst military governors operated without any real sense of strategic concern for their respective actions, Philip was able to rein them in; and replace them when necessary. His appointment of the Duke of Parma almost led, twice, to the defeat of the Dutch rebels in the North Netherlands in the 1580s. The South Netherlands remained part of the Spanish Crown.

Section B

- 02** To what extent were Ferdinand and Isabella's policies against the Muslims a religious crusade? **[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 Ferdinand and Isabella’s policies against the Muslims were a religious crusade might include:

- Ferdinand and Isabella pursued a concerted policy of religious crusade against the Muslims, their piety and devotion without question
- in 1485 Ferdinand and Isabella proclaimed their desire to serve God, spread holy Catholic faith and expel the infidels of the kingdom of Granada as part of a concerted crusade. The last independent Islamic caliphate, Ferdinand and Isabella were determined to seize Granada as part of their religious crusade
- the papacy granted a cruzada tax to finance the crusade against Islam, further strengthening the claim of crusade
- the fall of Granada in 1492 was followed by systematic attacks on Muslim bases in North Africa. A policy of uniformity and conformity, coupled with forced conversions (Moriscos), was pursued by Cisneros against Granadan Mudejars, in 1500 he claimed they should be enslaved or converted as part of the crusade against the Muslims
- in 1502 Isabella sanctioned the use of the Inquisition to investigate Moriscos and the forced conversion or emigration of all Mudejars. Isabella presided over the ending of convivencia and the establishment of orthodoxy and conformity through religious crusade.

Arguments challenging the view that Ferdinand and Isabella’s policies against the Muslims were a religious crusade might include:

- Ferdinand and Isabella’s motives were driven by pragmatic considerations of national security. Muslims were perceived as a threat through their suspected links with the Ottomans and Barbary corsairs who dominated the Mediterranean
- the capture of trade and territory from the wealthy Muslims whose skills in commerce and agriculture were envied, especially Granada, as a wealthy region with links to the Saharan gold trade and the hugely lucrative silk trade
- the creation of political unity within the peninsula whilst serving the Catholic Church. The title, Catholic Monarchs, was a statement of their political power. The Granadan War defined a ‘unity of purpose’ in which Castilians and Aragonese fought for a unified purpose under a unified banner
- the Reconquista was a secular move to unite the peninsula, destroy a source of potential opposition, distract the nobility and offer generous patronage to the nobility. By 1516, over 50 per cent of Granadan lands had been given to the nobility as a means of political control.

In pursuing the Reconquista against the last Islamic caliphate in Christian Europe, Ferdinand and Isabella were following a path of Christian crusade. They genuinely believed in the hegemony of the Catholic faith throughout the peninsula. Isabella’s piety made her less pragmatic than Ferdinand who viewed religion through a political lens. He fully endorsed Isabella’s call for a crusade against Muslim Granada but he was motivated by political, rather than religious, reasons. After her death in 1504 he proved unwilling to persecute the Mudejars in his own kingdoms. More able students might well differentiate between the respective policies of Ferdinand and Isabella.

- 03** ‘The most important result for Spain, of the Discovery of the New World, was increased prosperity.’

Assess the validity of this statement with reference to the years 1519 to 1556. **[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 most important result for Spain, of the discovery of the New World, was increased prosperity in the years 1519 to 1556 might include:

- there were benefits to the Spanish conquests in the New World. Silver and gold provided considerable revenue from 1530, which rose consistently until 1555, which included the seizure of contraband bullion
- increasing wealth was also partly the result of the cultivation of the fertile lands and an available labour force, there emerged considerable opportunities for a rapidly expanding population to seek fortune in the developing trade and colonisation of the New World
- increased New World bullion stimulated trade and commerce from which merchants profited, increasing capital investment within the domestic economies of the peninsula states, promoting further prosperity
- growth in ship building for trade and growing demands of empire. Seville emerged prosperous and presented opportunities through its New World trade monopoly
- growth and prosperity were noted in Granada, Seville and in northern Castile business also thrived, similarly from 1524, Aragonese merchants and northern centres including Barcelona participated in the increasingly prosperous New World trade.

Arguments challenging the view that the most important result for Spain, of the Discovery of the New World, was increased prosperity in the years 1519 to 1556 might include:

- Castilian economy lacked the power to sustain a world empire and economic prosperity was uneven, dependent upon geographical and topographical differences. Many regions remained impoverished, a consequence of lack of investment in infrastructure and ineffective transport links
- the influx of silver had its limitations, used extensively to finance Charles' military campaigns and to underwrite the interest payments on subsequent loans, the consequence of this was rising inflation, exacerbated by the general Price Rise of the period. The Cortes sought a ban on exports of bullion
- ever increasing taxes, such as the Alcabala, intensified the worsening social conditions, further complicated by the migration from the rural areas to the urban centres where unemployment was a marked feature
- the New World was a source of bullion and new commodities, rather than a market for Spanish goods; merchants sold foreign, rather than Spanish goods for silver, the domestic economy was undermined where profits from trade in foreign goods and bullion coming to Spain went into the pockets of foreign merchants
- New World expansion demanded credit which Spanish financiers could not provide in a currency which was not trusted by foreign investors reducing capital for domestic investment.

Students may well conclude that whilst the New World brought prosperity to Spain much of that prosperity did not find its way into all the regional economies of the peninsula, it was confined to Castilian centres. Far from creating prosperity it contributed significantly to inflation and worsening social conditions. The increasing cost of empire, despite the political and strategic value it represented to Spain, was nevertheless bought at a cost. It remains ironic that great wealth defined such mismanagement.

- 04** To what extent were the years 1556 to 1598, both socially and culturally, a Golden Age for Spain? **[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**
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- 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 years 1556 to 1598 were both socially and culturally a Golden Age for Spain might include:

- Castile was the pre-eminent state within Spain with Madrid as the capital, Philip was obeyed. The leader of a global empire. His patronage of Spain's growing cultural flowering was crucial in Spain's developing renaissance in art, literature and scientific and architectural advancements within a context of limited internal unrest
- Spain embraced new ideas and intellectual movements. It was the one European state which could not be accused of insularity. Spaniards travelled Europe embracing cultural and social ideas. Nobles brought back cultural souvenirs. Italian and Flemish artists influenced creativity in Spain. Italian architects built the Escorial Palace. Titian influenced El Greco
- Spain, after the lifting of restrictions of 1558–9, continued to embrace an active intellectual life based on a world experience
- socially, merchants and traders, sheep owners and industrialists benefited from a golden age. American and foreign commitments meant increased trade, a period of economic boom where fortunes could be made amidst widespread prosperity
- the Church benefited during the Golden Age, its central position within the Counter-Reformation and its drive for spiritual fulfilment linked to the work of the Inquisition.

Arguments challenging the view that the years 1556 to 1598 were both socially and culturally a Golden Age for Spain might include:

- the Inquisition and the Index had an impact on social and cultural developments. Its control of literature, banned books, stifled intellectualism, Spain turned in on itself. There remained a limited impact on Spain where foreign influences were frowned upon
- despite royal patronage of the artistic and intellectual movements, few Spaniards shared Philip's enthusiasm, royal patronage on its own was insufficient
- the Crown was, in relative terms, financially worse off by 1598 than it had been in 1558. Spain was a product of continual war which damaged society leading to regional disaffections
- landless and agricultural poor were victims of the policy of *Hidalguia*. The Hidalgo class, exempt from some taxes lived as gentlemen, allowing entrepreneurial skills to fall into abeyance, impacting further on the poor. Many sought their fortunes abroad, furthering economic and social decline
- the desperate migration from the land, to escape poverty, to the urban centres created its own problems. Spain was ravaged by plague and famine, further devastating the tenuous social life of the majority. Unemployment and rising inflation further complicated the suffering of the poor.

Spain, by 1598, was seen to be enjoying a social and cultural Golden Age, powerful, wealthy, master of a global empire and dominant in Europe. Spiritually it was at the centre of the Counter-Reformation and a strong centralised monarchy. Yet despite these achievements, much of Spanish society, in the more remote regions, remained victims of plague, famine, depopulation, inflation and declining agriculture and industry, with a lack of balanced trade which impacted through society. Constant war demanded higher taxation and further damaged Spanish society. New World wealth, whilst it rapidly flowed in, it flowed out again, of little benefit for many ordinary Spaniards for whom the new ideas and intellectual movement were an irrelevance.