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# A-level HISTORY 7042/1B

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

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Mark scheme

June 2024

Version: 1.0 Final



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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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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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, 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.

**Section A**

- 0 1** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to reform of the Church under Philip II.

**[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/views.

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

- Philip was convinced the Spanish church needed reform; Lutheran heresy had taken root, as well as Morisco and Converso heresy. Superstitious practices were rife.
- However, Philip's desire for reform was not reflected within the Spanish church – there was too much focus on political power and the Church neglected the education of lower clergy and the spirituality of ordinary Spaniards.
- Reforms of the Church were poorly co-ordinated and despite the implementation of the Tridentine reforms, little had been achieved by 1598.

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

- Philip was deeply concerned by the spread of Lutheran heresy, and the Spanish Church was in need of reform.
- Popular religion combined with paganism operated parallel with the new reforms, where inquisitors and missionaries regularly reported widespread spiritual backwardness and indifference.
- Yet progress was being made; new seminaries were established to educate a new breed of evangelical priests
- There was emerging a new spirit of Catholicism, often led by Jesuits, whilst Archbishop Quiroga of Toledo furthered spiritual observance and Archbishop Ribera in Valencia raised the income of priests and founded a seminary.
- The Catholic Church relied on the personal drive of reforming clergy who remained few and far between.

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

- The Tridentine Reforms had the most significant impact on reforming the Spanish Church, which revolutionised Spanish Catholicism.
- Philip took a personal interest in the reforms, especially increasing the power of bishops over the clergy and limiting papal authority.
- The Tridentine Reforms also led to important administrative changes in the Spanish Church.
- The Crown's control over the Church became more complete, making it the most powerful in Europe.

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

- The Tridentine Decrees did lead to significant reforms in the Catholic Church.
- Philip was determined to take full authority for the imposition of the decrees rather than the Papacy, yet the impact, whilst impressive, nevertheless was patchy across the regions
- Philip sought more immediate success in the creation of new bishoprics substantially free of papal control, strengthening an essentially Spanish Church
- Philip understood the need for good relations with the Papacy but equally needed to strengthen his direct control over the Church. Reforms which flowed from the Tridentine Decrees allowed him to do this, and his control of the Church was therefore more important than religious reform.

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

- The Spanish obsession with religious orthodoxy remained centred on the traditional Muslim “enemy”.
- Spaniards did not understand the wider Catholic desire for reform.
- By the time of Philip’s reign, the campaigns against conversos and moriscos had evolved into a racial campaign for purity of blood.
- The rise of Protestantism directed the Inquisition in the eradication of the new heresy, the slightest suspicion of deviancy led to accusations of heresy and execution, with even leading churchmen such as the Archbishop of Toledo being falsely accused of heresy.

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

- The campaigns against moriscos remained prevalent as reflected the treatment of moriscos in Granada in the 1560s and in the aftermath of the Morisco Revolt 1568.
- Purity of blood reflected a traditional and inherent racism which was revealed in barring from public office those whose blood was impure
- Spain, in the reign of Philip II, took persecution to a new level in pursuing religious orthodoxy, Church reform remained secondary in importance
- the role of the Inquisition dominated by the seeking out and punishment of heresy, which obscured the demands for genuine religious and spiritual reform within the reign of Philip II.

**Section B****0 2** How far was the Spanish economy strengthened in the years 1492 to 1516?**[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 Spanish economy was strengthened in the years 1492 to 1516 might include:**

- The Castilian domestic economy was based on the wool trade at the start of the reign and remained so at the end. High quality wool remained in demand in the Netherlands. Ferdinand and Isabella protected the Mesta's monopoly.
- The developing trade links with America, after the early 1490s, created Seville as the hub for subsequent Atlantic trade routes and exploration of new resources. Spanish economic growth was financed by gold and silver bullion.
- Opportunities for Spanish industry, shipbuilding, trade and commerce seemed endless with the promise of endless treasure
- the Crown's currency policy was sensible, a common currency for each of its kingdoms based on a revised quality creating monetary union by 1497

**Arguments challenging the view that the Spanish economy was strengthened in the years 1492 to 1516 might include:**

- Ferdinand and Isabella failed to promote domestic industries, relying too much on the export of domestic wool instead of developing its own textile industry
- The expulsion of the Jews and Muslims weakened the Spanish economy, particularly the silk trade in Granada and the loss of skills artisans and cloth merchants in Castile.
- the decision to offer the American trade as a monopoly to Seville had a devastating effect on other regions whose economies were backward, impoverished and based on agricultural subsistence
- fear of growing inflation from bullion imports, not best utilised, threatened to weaken the value of regional currencies, spreading fear of inflation and devaluation, affecting confidence in investment in infrastructure and regional communications
- Continued lack of unity between Castile and Aragon led to a lack of development of internal trade and high levels of regional variation in economic growth.

Candidates may argue that whilst certain areas of the Spanish economy were strengthened, such as the growth of international trade and the flourishing wool industry, other areas such as agriculture were neglected. New World trade was in its infancy and the decision to grant a monopoly to Seville caused long-term damage to other regions of Spain.

**0 3** 'Charles I's government of Spain showed more continuity than change.'

Assess the validity of this view in the years 1522 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 Charles I's government of Spain showed more continuity than change in the years 1522 to 1556 might include:**

- Charles inherited a government and administrative structure of conciliar government from Ferdinand and Isabella. The reforms of the period were very much a continuation of the conciliar government, whereby specialist committees and councils supervised the administration of a specific region or a specific governmental function.
- Charles took his lead from Ferdinand and Isabella by limiting noble participation within the councils, preferring to use letrados instead.
- There was continuity in his relationship with the Castilian Cortes which he, like Isabella, largely ignored, exerting his authority over it.
- Charles continued to exercise circumspection in handling the truculent nobility and, like Ferdinand and Isabella, made concessions throughout his reign, for example the decision not to pursue the unpopular "sisa" tax in 1538.

**Arguments challenging the view that Charles I's government of Spain showed more continuity than change in the years 1522 to 1556 might include:**

- Charles' status as both Holy Roman Emperor and King of Spain defined his position within Spain, his growing absences required innovative use of regents, influential advisers and Secretaries
- Charles oversaw a programme of administrative and government reform through the expansion of conciliar government within Spain which translated to greater centralised control over both Spain and the empire under Gattinara in the 1520s
- The reformed conciliar system gave rise to a new source of political power - the royal secretaries working within the councils, most notably Los Cobos.
- The government and administration of the New World through the Council of the Indies also represented a significant change, with greater attempts to regulate governance and treatment of the natives.

Candidates may argue that whilst there were some changes to the processes and structure of government through the reforms of conciliar government in the 1520s, this was largely the result of political necessity due to Charles' prolonged absences, as well as being in response to the turbulence of his early reign. These changes were largely superficial, with the main institutions and practices of government remaining the same.

**0 4** How successfully did Philip II deal with the Ottoman threat in the Mediterranean?

**[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 Philip II successfully dealt with the Ottoman threat in the Mediterranean might include:**

- Philip inherited significant problems with the Ottoman Turks in the Mediterranean. He saw himself as the 'Champion of Catholicism', regarding it as his religious duty to resist the advance of Islam and the Turks coupled with a more pragmatic necessity to resist Ottoman expansion
- The Spanish defeated the barbary pirates off the coast of Oran in North Africa in 1563, followed up by more victories against the Corsairs
- A Spanish force relieved the Siege of Malta in 1565, forcing the Ottomans to flee. This was a momentous victory and changed the course of the conflict, with Suleiman's death the following year further altered the conflict in Spain's favour.
- The Ottoman attack on Cyprus in 1570 led to the formation of a Holy League and a new fleet commanded by Don John- the resulting Battle of Lepanto in 1571 was a spectacular victory. Philip took credit for the victory, which was seen at the time as a victory for Christianity over Islam. It was the greatest victory of Christian Europe over Islam since the fall of Granada in 1492
- In 1578, the Spanish forced the Ottomans to accept a peace truce and a permanent treaty in 1581 and 1584. In this sense, Philip had successfully dealt with the Ottoman threat securing an honourable peace.

**Arguments challenging the view that Philip II successfully dealt with the Ottoman threat in the Mediterranean might include:**

- In 1560, Philip's attempt to recapture Tripoli was a complete disaster for the Spanish. In 1561, Naples was blockaded, the new completed Spanish fleet was largely destroyed in storms off the Balearic Islands in 1562.
- The Battle of Lepanto was a lost opportunity from which Philip allowed the Ottomans to remain a force in the eastern Mediterranean
- Spain became increasingly tied up with rebellion in the Netherlands after 1571 where money was redirected. In 1578, a truce was proposed which became a treaty of peace in 1581, the Ottomans had not been defeated,
- Subsequent events showed that Philip's policy against the Ottomans was limited and largely defensive. What emerged was not victory over the Ottomans in the Mediterranean but a stalemate. By the 1580s, Philip was far too involved with northern Europe and not in fighting ideologically driven foreign policy in the Mediterranean, fighting Christianity's battles against Islam

Philip was able to defeat the Ottomans in the Mediterranean in the sense that he prevented their further expansion into the western Mediterranean through a combination of alliances with Italy, Venice, Genoa and the Papacy. He nevertheless failed to deal successfully with the Ottoman threat by 1586. Most of Spain's North African bases were lost. The Ottomans were constrained by their own limitations after the death of Suleiman in 1566, the lack of financial resources which also constrained Philip and their need to address issues beyond the Mediterranean. Both actively sought peace. Philip's foreign policy had shifted from the Mediterranean to northern Europe and the Caribbean.