



A-LEVEL HISTORY

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

Mark scheme

June 2015

V1 Final Mark Scheme

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

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 candidate'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 candidate 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)**

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 candidate 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 candidate 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 2015

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

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

Question 1

- 01** How effectively did Ferdinand and Isabella’s Dual Monarchy establish royal control over Spain? **[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**

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 in what ways and how successfully Ferdinand and Isabella were able to operate their Dual Monarchy. Note that Isabella died in 1504. This should mean that answers are mostly focused on the joint sovereigns to 1504 – other answers, however, may deal with the actions of Ferdinand as sole ruler after 1504; or use developments after 1504 to evaluate the degree of success of the policies and actions of the joint sovereigns. Such an approach can be valid as long as the material is applied to this question and not described for its own sake, or answering a different question.

There were numerous ways in which ‘Dual Monarchy’ was used and we should not expect answers to be comprehensive. The possibilities include: taming the nobility by reclaiming royal lands and destroying castles; dealing with the military orders, maintaining law and order; dealing with the Church (through royal appointments); ensuring religious unity (including the expulsions of Jews and Moors); raising finance from reluctant taxpayers; managing the Cortes in Castile and Aragon – perhaps above all by peripatetic government and the royal progress; Isabella’s personal insistence on the ‘absolute’ power of the Crown; careful steps to reinforce joint rule of the two sovereigns by royal propaganda; the role of the Inquisition and the influence of Cisneros. Several of these aspects, especially the military orders and the Inquisition, can be used to suggest that Ferdinand and Isabella were highly effective in exerting their authority.

Students may refer to some of the following to support the view that Dual Monarchy was effective:

- Ferdinand and Isabella gained great prestige by the Conquest of Granada – with the help of the Inquisition religious unity was much strengthened by 1516
- Isabella used the term ‘absolute power’ on numerous occasions. She did not need to call the Castilian Cortes for 20 years after 1480
- new institutions, such as the Royal Council and the *letrados* were established
- the *Hermanidad* was successful in strengthening law and order
- the nobility was tamed and there were no significant revolts
- after Isabella died in 1504, Ferdinand ruling on his own actually had stronger control in Castile than in Aragon. There was no ‘dip’ in royal authority after 1504.

Evidence to challenge this view might include:

- the ‘Dual Monarchy’ was less original and less of a partnership than has been claimed
- the expulsions of Jews and Moors had many negative consequences. The ending of *convivencia* weakened acceptance of royal authority
- the nobility still had extensive power and influence. It has been claimed that it was only the divisions within the nobility that enabled royal authority to seem dominant, not the fact that the nobility was ‘tamed’ by Crown policies
- throughout the period Ferdinand struggled to impose authority on the Cortes in Aragon
- regionalism remained very strong – by 1516 there were still many aspects of Spain where royal authority cut little ice.

Question 2

- 02** 'Revolts and opposition within Spain seriously challenged Charles I's rule.'
Assess the validity of this view with reference to the years 1517 to 1529. **[45 marks]**

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

Generic Mark Scheme for essays at A2

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- 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**
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- 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 question is focused on the years from 1517 when Charles I was a new, young, foreign ruler attempting to establish his grip on Spain. Answers will need to assess the seriousness of the threats and challenges Charles and his government faced from revolts and political opposition – and how effectively or not the Crown dealt with them.

Students may refer to some of the following to support the view that the challenges to royal authority in the 1520s were dangerous for Charles I:

- Spain was a very large and regional kingdom; local loyalties were strong and opposition was difficult to root out
- there was a lot of resentment against Charles as a foreigner relying on many foreign advisers. Many nobles resented his not being able to speak Castilian. There was a lot of resistance against the *letrados*
- from 1519 to 1523 Charles faced two major rebellions: the Germanias and Comuneros revolts. These were indeed serious challenges to a new and unpopular king.

There is a range of evidence to support the view that Charles dealt with these challenges successfully, even with relative ease:

- both the Germanias and Comuneros revolts were localised affairs and did not threaten to overrun Spain as a whole
- the Cortes was handled skilfully and its protests died down later in the reign
- Charles' 'foreign-ness' was not a handicap in the long run. His foreign advisers were generally skilful and effective
- Charles was never really undermined financially – he kept the royal finances firmly under control and was not overly reliant on the Cortes
- firm government was provided by the royal Councils – by the end of the 1520s Charles was in a stronger position than ever, showing that the challenges early in his reign were short-lived.

One feature of good answers may be differentiation: perhaps in the assessment of the degree of challenge in the two rebellions; or perhaps by noting change over time as Charles I consolidated his position.

Question 3

- 03** 'In the years 1492 to 1556, the Spanish Inquisition was a failure.'
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**

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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 breadth question is on the Inquisition from 1492 to 1556. Students will need to address the key word 'failure'. This may include how far the Inquisition failed to establish and maintain orthodoxy and its successes in achieving its purpose.

Many students are likely to disagree with the key quotation and argue that the Inquisition was indeed a success. Evidence to support this might include:

- the war against Granada gave the Inquisition massive authority from the beginning
- after the expulsion of the Jews in 1492 a huge number of conversos was punished, others were intimidated into conformism – the Inquisition was widely and justifiably feared
- Protestantism made little impact in Spain. Books were banned and the *alumbrados* were suppressed
- there was a massive network of spies and informers leading to an atmosphere of silence and conformity
- it remained a powerful political tool for Ferdinand and Isabella and later Charles.

Evidence for the Inquisition being a failure might include:

- Spain was a regional country with many local variations – the Inquisition had little impact outside the main urban areas
- after the early years, from about 1502, the *Index* was generally ignored. The total censorship of books was actually a myth
- ideas travelled freely into many parts of Spain, Barcelona was an example of this
- burnings of heretics were nothing like as numerous as is supposed – and the number declined sharply after the 1520s
- Illuminism was very tenacious and the Inquisition made little headway in trying to remove it altogether.

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