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**AS**  
**HISTORY**

Paper 1B Spain in the Age of Discovery, 1469–1556

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**Mark scheme**

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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 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.

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**AS History Paper 1 Specimen Mark Scheme****1B Spain in the Age of Discovery, 1469–1556****Section A**

<b>0</b>	<b>1</b>	With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of royal power in Spain under Ferdinand and Isabella?	<b>[25 marks]</b>
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*Target: AO3*

*Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.*

**Generic Mark Scheme**

<b>L5:</b>	Answers will display a good understanding of the interpretations given in the extracts. They will evaluate the extracts thoroughly in order to provide a well-substantiated judgement on which offers the more convincing interpretation. The response demonstrates a very good understanding of context.	<b>21-25</b>
<b>L4:</b>	Answers will display a good understanding of the interpretations given in the extracts. There will be sufficient comment to provide a supported conclusion as to which offers the more convincing interpretation. However, not all comments will be well-substantiated, and judgements may be limited. The response demonstrates a good understanding of context.	<b>16-20</b>
<b>L3:</b>	The answer will show a reasonable understanding of the interpretations given in the extracts. Comments as to which offers the more convincing interpretation will be partial and/or thinly supported. The response demonstrates an understanding of context.	<b>11-15</b>
<b>L2:</b>	The answer will show some partial understanding of the interpretations given in the extracts. There will be some undeveloped comment in relation to the question. The response demonstrates some understanding of context.	<b>6-10</b>
<b>L1:</b>	The answer will show a little understanding of the interpretations given in the extracts. There will be only unsupported, vague or generalist comment in relation to the question. The response demonstrates limited understanding of context.	<b>1-5</b>
	Nothing worthy of credit.	<b>0</b>

**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 are required to evaluate the extracts and to reach a conclusion, based on their understanding of the context, as to which is the more convincing. Students may address each extract in turn, or adopt a more comparative approach issue by issue. Either approach is valid.

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**Extract A**

Students could assess the extent to which the interpretation is convincing by drawing on contextual knowledge to corroborate as follows:

- use knowledge of context to corroborate the importance of marriage and conquest
- similarly, to corroborate the suppression of aristocratic power and the importance of the religious situation
- to corroborate the importance of the conquest of Granada.

Students could assess the extent to which the interpretation is not convincing by drawing on contextual knowledge to challenge as follows:

- use knowledge of context to challenge what is an uncritical assessment in relation to aristocracy, Church and governmental reforms.

**Extract B**

Students could assess the extent to which the interpretation is convincing by drawing on contextual knowledge to corroborate as follows:

- use knowledge of context to corroborate the importance of the award of the title 'Catholic Monarchs'
- similarly to corroborate the limited role of Isabella in the conquest of the New World.

Students could assess the extent to which the interpretation is not convincing by drawing on contextual knowledge to challenge as follows:

- use knowledge of context to challenge what is a largely negative assessment of the achievements of the rulers, noting that there is some balance in it.

**Section B**

<b>0</b>	<b>2</b>	'Expansion in the New World had strengthened Spain by 1556.'
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Explain why you agree or disagree with this view.

**[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**

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|------------|--|--------------|
| <b>L5:</b> | Answers will display a good understanding of the demands of the question. They 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 leading to substantiated judgement.   | <b>21-25</b> |
| <b>L4:</b> | 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated.   | <b>16-20</b> |
| <b>L3:</b> | The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question.   | <b>11-15</b> |
| <b>L2:</b> | The answer will be 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. | <b>6-10</b>  |
| <b>L1:</b> | 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.   | <b>1-5</b>   |
|            | Nothing worthy of credit   | <b>0</b>     |

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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.**

**Arguments suggesting expansion in the New World had strengthened Spain might include:**

- Spain had expanded its territories and created a new Empire. Cortes had overcome the Aztecs in Mexico by 1522; Inca Peru was under Spanish control by 1536
- the New World provided important raw materials. Cochineal, chocolate (cocoa) and cattle hides were shipped back to Spain
- Spain gained dominance over new trans-Atlantic shipping routes
- the Crown increased its wealth with revenue from taxes, customs duties, tribute and a fifth of all precious metals mined
- Spain's possession of gold and silver enhanced its reputation and enabled it to obtain the credit needed to support its new role in Europe
- the New World provided a 'safety-valve', occupying restless nobles (and potential trouble-makers at home), and gaining the loyalty from families who made fortunes.

**Arguments suggesting expansion in the New World had not strengthened Spain might include:**

- Spanish concerns still primarily focused on Europe/North Africa; and involvement in European wars seriously undermined the actual and potential benefits of wealth from New World. (Income from the New World was insufficient to meet Charles I's financial needs anyway)
- new goods were seen as novelties rather than of immediate benefit for trade and the economy
- the influx of gold and silver actually weakened Spain by complacency, so the Spanish economy failed to develop. Bullion also brought inflation and increased debt
- Castile benefited more than Aragon. Overall, the rewards were not fairly distributed and some areas of Spain did not benefit at all
- other factors of greater importance include: the unification of the peninsula; the restoration of royal authority; the power and prestige of Charles I; or the unifying effect of religion.

Students may conclude that whilst Spain might have looked superficially stronger in 1556, the expansion in the New World had actually increased the state's burdens, planting seeds of weakness that would grow in later years.

**0 3** 'Charles I successfully upheld royal authority in Spain.'

Explain why you agree or disagree with this view.

**[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

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|------------|--|--------------|
| <b>L5:</b> | Answers will display a good understanding of the demands of the question. They 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 leading to substantiated judgement.   | <b>21-25</b> |
| <b>L4:</b> | 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated.   | <b>16-20</b> |
| <b>L3:</b> | The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question.   | <b>11-15</b> |
| <b>L2:</b> | The answer will be 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. | <b>6-10</b>  |
| <b>L1:</b> | 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.   | <b>1-5</b>   |
|            | Nothing worthy of credit.  | <b>0</b>     |

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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.**

**Arguments suggesting Charles I was successful in upholding royal authority:**

- he dealt with opposition from the Castilian Cortes of 1518
- the revolt of the Comuneros was crushed by skilful concessions which won over the nobility
- the revolt of the Germania more easily dealt with by use of troops
- Charles made concessions (learning Spanish, dismissing Flemish advisers, marrying Isabella of Portugal, giving moderate punishments to rebels, and reasserting royal control of the towns and re-imposing corregidores)
- Charles cemented the alliance of Crown, aristocracy and Church by accepting limitations to his authority to develop an effective working relationship after 1522
- he used the new Council of State under Gattinara and Los Cobos and other new councils (The Indies, Italy, Finance), staffed by efficient letrados.

**Arguments suggesting he was not successful in upholding royal authority:**

- his reliance on conciliar government was cumbersome and ineffective. The Council of Finance had no idea of true state of finances. Councils became seats of privilege and corruption
- although he dealt effectively with the Comuneros' revolt he did so in a high-handed manner which led to renewed revolt after his departure
- there was no state capital. The King remained the source of all power and Councils moved around in personal attendance limiting their efficiency
- the nobles continued to rule the countryside and refused attempts to make them pay taxes. Financial problems undermined royal control and made Charles vulnerable to demands of the Cortes
- the Church retained huge power especially in rural areas; Church authority was often more important than royal authority.

Students may conclude that despite Charles' powerful position, there continued to be many limitations to royal authority in Spain during his reign.



