

**GCE**

**History A**

**Unit Y206/01: Spain 1469 - 1556**

Advanced GCE

**Mark Scheme for June 2018**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View

Here are the subject specific instructions for this question paper

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix.

Question		Answer	Marks	Guidance
1	(a)	<p><b>Which of the following of Charles I's problems as Holy Roman Emperor had the greatest impact on Spain?</b></p> <p><b>(i) Charles's absence from Spain</b>  <b>(ii) Spanish involvement in wars abroad</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with the impact of Charles' absence,</b> answers might discuss how the election of 1519 was a cause of the revolts of the Comuneros.</li> <li>• Answers might consider the length of absence of Charles and the problem of communication between him and Spain.</li> <li>• Answers might consider the impact of Regency.</li> <li>• Answers might consider the difficulty of controlling the nobility.</li> <li>• Answers might consider the power of de los Cobos.</li> <li>• <b>In dealing with the impact of Spain's involvement in wars,</b> answers might consider the drain on her finances.</li> <li>• Answers might consider the absence of Charles to fight these wars.</li> <li>• Answers might consider the impact on relations with France.</li> <li>• Answers might consider the impact on relations with the Papacy.</li> <li>• Answers might consider the impact of war on Spain's trading interests especially in the Mediterranean.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to the question.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or may take a continually comparative approach. Either approach is acceptable.</li> <li>• Knowledge must not be credited in isolation; it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

Question	Answer	Marks	Guidance
(b)*	<p><b>'The pacification of Spain was the greatest achievement of Ferdinand and Isabella.' How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that pacification was a great achievement,</b> answers might consider the context of civil war and disorder, 1474-79.</li> <li>• Answers might argue that the establishment of the Hermandades was key to maintaining order, at least in the towns.</li> <li>• Answers might argue the application of justice – structures of court, the laws and the personal role of the kings – was key.</li> <li>• Answers might argue that the role of the corregidores in exerting royal power in was important.</li> <li>• Answers might argue that the 'taming of the nobility', including control of the Military Orders, was crucial.</li> <li>• Answers might consider the effectiveness of central government and the strengthening of institutions of state.</li> <li>• Answers might consider how the Cortes were treated.</li> <li>• <b>In arguing other achievements were important,</b> answers might argue that the conquest of Granada was a great achievement, finally ending the Reconquest.</li> <li>• Answers might argue that the strengthening of the Catholic Church – expulsions, the Inquisition, relations with the Papacy – was a great achievement.</li> <li>• Answers might argue that successes in foreign affairs were considerable: lands gained, marriages, improved relations with Portugal.</li> <li>• Answers might argue that the closer unity of Castile and Aragon (marriage, dual monarchy etc) was the greatest achievement.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on 'How far?' but at Level 4 may simply list factors.</li> <li>• At Level 5 and above, there will be judgements as to the relative importance of the pacification of Spain.</li> <li>• At higher levels, candidates might establish criteria against which to judge the achievement of pacification.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation; it should only be credited where it is used to analyse and evaluate the sources, in line with descriptions in the levels mark scheme.</li> </ul>

Question		Answer	Marks	Guidance
2	(a)	<p><b>Which of the following was the most important benefit of La convivencia?</b></p> <p><b>(i) Social stability</b> <b>(ii) Cultural achievement</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with social stability</b>, answers might consider the general sense of tolerance between people of different faiths.</li> <li>• Answers might consider how Jews were regarded as 'neutrals' and better regarded than in the rest of Europe.</li> <li>• Answers might argue that there was a degree of integration of housing.</li> <li>• Answers might argue that inter-faith relationships were commonplace.</li> <li>• Answers might argue that the Moors in Granada, after 1492, were treated in accordance with the traditions of convivencia.</li> <li>• <b>In dealing with cultural achievement</b>, answers might consider the how Christians and Muslims learned and borrowed from each other in architecture.</li> <li>• Answers might consider the impact of convivencia on artistic styles in paintings, music and literature.</li> <li>• Answers might consider how trade flourished between Spain and Africa and within the peninsular.</li> <li>• Answers might consider how Muslims and Christians learnt each other's languages.</li> <li>• Answers might argue that knowledge was shared in institutions of learning.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to the question.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or may take a continually comparative approach. Either approach is acceptable.</li> <li>• Knowledge must not be credited in isolation; it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

Question	Answer	Marks	Guidance
(b)*	<p><b>‘Insufficient revenue was the main reason for the financial difficulties of Charles I.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that insufficient revenue contributed to the financial difficulties of Charles I</b>, answers might argue that income from Aragon was limited and restricted by the rights of the Cortes.</li> <li>• Answers might argue that the nobility were exempt from tax.</li> <li>• Answers might argue that fixing the alcabala at a set sum was an error especially at a time of inflation.</li> <li>• Answers might argue that the poverty of the bulk of the population limited the amount that could be raised from the sales tax.</li> <li>• Answers might argue that corruption reduced the amount of revenue.</li> <li>• Answers might argue that the tax farming system was flawed.</li> <li>• Answers might argue that there was a decline in the amount of silver mined in Spain declined from the 1530s.</li> <li>• <b>In arguing that other factors explain the financial difficulties of Charles I</b>, answers might argue that excessive expenditure was the main reason (wars, household costs).</li> <li>• Answers might argue that inflation was the main reason (wheat doubled and oil trebled, 1511-1559) reducing the value of receipts.</li> <li>• Answers might argue that the ease of borrowing was the main reason but at high rates of interest (17%+).</li> <li>• Answers might argue that there were some positive aspects to the Crown’s revenue: silver from overseas and tribute from indigenous people increased.</li> <li>• Answers might argue that inefficient bureaucracy, despite the Council of Finance, caused confusion about the state of the Crown’s finances.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on ‘insufficient revenue’ but at Level 4 may simply list factors.</li> <li>• At Level 5 and above, there will be judgements as to the relative importance of ‘insufficient revenue’.</li> <li>• At higher levels, candidates might establish criteria against which to judge the main reason for financial difficulties.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation; it should only be credited where it is used to analyse and evaluate the sources, in line with descriptions in the levels mark scheme.</li> </ul>

	<i>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.</i>
	<b>Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>
<b>Level 6</b> 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
<b>Level 5</b> 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
<b>Level 4</b> 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
<b>Level 3</b> 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
<b>Level 2</b> 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
<b>Level 1</b> 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.



	<i>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.</i>
	<b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>
<b>Level 6</b> 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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