

AS
HISTORY
7041/1B

Spain in the Age of Discovery, 1469–1598

Component 1B The establishment of a 'New Monarchy', 1469–1556

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.

Spain in the Age of Discovery, 1469–1598

Component 1B The establishment of a ‘New Monarchy’, 1469–1556

Section A

- 01** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of attitudes towards the Jews under Ferdinand and Isabella? **[25 marks]**

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

- L5:** 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. **21-25**
- L4:** 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. **16-20**
- L3:** 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. **11-15**
- L2:** 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. **6-10**
- L1:** 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. **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.

In responding to this question, students may choose to respond to each extract in turn, or to adopt a more comparative approach to individual arguments. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

Students must assess the extent to which the interpretations are convincing by drawing on wider contextual knowledge to corroborate or challenge.

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

- Tremlett's main argument is that the expulsion of the Jews was a concerted attempt by Ferdinand and Isabella to eradicate Judaism within Spain as part of a wider Christianisation, a crusade against heresy
- Tremlett argues that the Jews remained vulnerable, receiving little direct protection from either the Crown or from Christians, those Jews who refused to convert were to be removed from Spain
- he argues that despite assurances from the Catholic Monarchs for the personal safety of Jews, their treatment was harsh and based on the expectation of conversion.

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

- to many Christians, conversos were viewed with suspicion, leading to anti-Semitic demonstrations in major cities by Christians
- conversos were religiously persecuted; in 1478 Isabella was told false converts were a threat not just in Seville but throughout Castile. The creation of the Castilian Inquisition in 1480 led to large numbers being publically executed in elaborate Auto-da-fé
- there was growing persecution from the mid-1480s, by 1488, 5,000 had been punished and 700 burned in Seville, demonstrable evidence of a Christian crusade to eradicate heresy.

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

- Carr's argument is that attitudes towards the Jews were far more complex. Religion was central to attitudes. Yet, he claims there were other considerations, economic gain, political authority and racial cleansing, reflecting tensions within Spain
- Carr maintains that racial considerations were linked to religion, the creation of a common identity based on 'purity of blood'. This, it was hoped, would lead to a religious unity, politically desirable within the context of a multi-faith society, especially with the ending of the Reconquista. Isabella appointed Jews and conversos in positions of state and within the court such as: Pulgar, Isabella's Secretary. Carr acknowledges many of the Aragonese noble families had Jewish blood
- the argument expressed by Carr is that the expulsions of 1492 were multi-causal not just religious.

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

- the expulsions backfired on both the Crown and Castilian society, the emigration of the skilled impacted severely in some regions, whilst others benefited from the confiscations and sale of Jewish property, demanded as part of the process of emigration. The economic impact of the expulsions has been overestimated. The total numbers who left were small, less than 3% of the population. Conversos rather than Jews made the greater commercial and financial contribution with many Jews returning in the 1490s if they could prove their conversion
- politically the expulsion must be seen in the context of the Reconquista and the fall of Granada, ushering in, at least theoretically a united Christian kingdom
- religion remained at the heart of the policy. Not anti-Semitic themselves, Ferdinand and Isabella believed in a Catholic Church, the eradication of heresy and religious unity. Judaism along with Islam was officially removed, yet after 1504, Ferdinand encouraged the return of Jews, especially into Aragon, strengthening the economy.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that Carr may be more valuable, whilst corroborating Extract A as to the religious motivations of the attitude toward the Jews, he offers a wider interpretation which addresses the economic, political and racial considerations within a context defined by the multi-faith, multi-racial challenges of both Castilian and Aragonese society. Carr suggests that the creation of a common identity based on purity of blood was desirable for Ferdinand and Isabella as a method of strengthening the Crown's authority through religious unity. Tremlett's view is also legitimised, arguing for Isabella's personal desire to eliminate the Jewish faith as part of a Christian crusade, though this may well be a consequence of her piety and religious zeal rather than just pragmatic considerations.

Section B

02 'The Catholic Monarchs strengthened the economy of Spain in the years 1492 to 1516.'

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

- L5:** 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. **21-25**
- L4:** 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. **16-20**
- L3:** 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. **11-15**
- L2:** 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. **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 suggesting that the Catholic Monarchs strengthened the economy of Spain in the years 1492 to 1516 might include:

- Ferdinand and Isabella took a close interest in shaping the economy of their kingdoms, introducing numerous reforms, strengthening trade and industry: *consulados*, navigation laws and Royal Ordinances. The Mesta's monopoly was protected, enhancing income and taxation and the lucrative wool trade
- trade links with America and bullion proved beneficial. Opportunities for increased trade and commerce to expand appeared limitless in 1516
- the Crown's currency policy was pragmatic, establishing a common currency across the kingdoms, creating financial if not economic union by 1516
- the development of key cities, Barcelona, saw trade and agriculture improve and greater links with Italian merchants.

Arguments challenging the view that the Catholic Monarchs strengthened the economy of Spain in the years 1492 to 1516 might include:

- royal intervention remained arbitrary and piecemeal, with Castile favoured over other states. Patronage of guilds, such as the Mesta extended considerable privileges, whilst non-Castilians were banned from the lucrative American trade and non-Christians from the wool trade after 1492
- internal barriers to domestic trade remained in place, stifling commerce between and within the kingdoms, this reflected in the growing prosperity of southern Castilian towns who benefited from the 1494 decision to stop the production of woollen cloth
- there was little attempt made at cohesion, each regional economy operated with little state interference because Ferdinand and Isabella did not seek an effective economic unity in Spain
- they failed to sufficiently protect and encourage domestic trade and industry, thus promoting hostility between the Spanish kingdoms.

Given the condition of the respective economies by 1474 much had been achieved by 1516, Castile became a significant economic partner with control over the wool and cloth industry and its monopoly over New World trade, Aragon's historic economic status was eclipsed. The costs of constant war, failure to coalesce internal trade links and historic rivalries within a country in which natural resources were limited and communications remained intractable. Remarkably, the Catholic Monarchs left the economy of Spain in a stronger condition.

03 'In the years 1527 to 1556 Spain became a Great Power.'

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

- L5:** 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. **21-25**
- L4:** 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. **16-20**
- L3:** 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. **11-15**
- L2:** 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. **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 suggesting that in the years 1527 to 1556 Spain became a Great Power might include:

- Spain became the greatest trans-oceanic influence in the western world. Its New World empire developed with the conquest of Mexico and Peru by the Conquistadores, Cortes and Pizarro and subsequent colonisation and trade made Spain uniquely powerful
- Spain, by 1556, was arguably the dominant political power within Europe: The Netherlands, Italy, relation with the papacy and the Habsburg-Valois war with the great national rival, France
- Spain's Mediterranean campaigns against the Turks was made possible by the existence of domestic stability achieved after 1527 and the increasing wealth of the New World
- religious reforms determined that Spain became the only true defender of Christianity and orthodoxy against the rise of Protestantism and the spread of Islam.

Arguments challenging the view that in the years 1527 to 1556 Spain became a Great Power might include:

- the New World proved problematic, silver imports after 1547 led to significant inflation and economic stagnation. Despite Castile's pre-eminence within Iberia it lacked the power to sustain a global empire, debt was Charles' legacy to his son Philip in 1556
- whilst Spain was powerful as part of the wider Holy Roman Empire by 1556 the conflict with France remained unresolved, despite the sovereignty of the Duchy of Milan being conferred on Philip in 1540, the Habsburg-Valois wars continued to drain Spanish resources
- failure to remove the Ottoman threat and Barbary Corsairs revealed the limitations of Spanish foreign policy to deal effectively with Barbarossa's capture of Tunis and continued attacks both in North Africa, the loss of Tripoli in 1551 underlined Spanish failure
- religious reforms and policies strengthened the Spanish Church, yet the power of Spain remained defined by failure to prevent the spread of Protestantism within the Holy Roman Empire.

Charles' policies protected Spanish borders against the French, safeguarded orthodoxy and the Catholic Church from the spread of reformation in Spain and protected Spanish interests in the Mediterranean against Ottoman threats. Spain's international reputation was confirmed and strengthened by 1556. Spain became a Great Power within a relatively short period of time from 1527 and the epicentre of a burgeoning global empire. Spain was better governed after 1527 as a result of administrative reforms, especially the Council of the Indies and appointment of viceroys. Spain was more united and wealthier after 1547 and the discovery of the Potosi silver mountain. Charles was one of the most prestigious rulers in Europe and, as King of Spain, oversaw the transition from an emerging nation state to a world empire. Yet success for Spain was not matched in the rest of the Holy Roman Empire where the Habsburg-Valois Wars continued amid longstanding Turkish threats remained. This influenced Charles' decision in 1555 to separate the two.