



GCE

History A

Y206/01: Non-British period study: Spain 1469-1556

A Level

Mark Scheme for June 2025

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.

5. **Crossed-Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM Assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space).

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response: Not applicable in F501

To determine the level – start at the highest level and work down until you reach the level that matches the answer

To determine the mark within the level, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Provenance
	Simple comment
	Unclear
	View

Question		Answer	Mark	Guidance
1	(a)	Which of the following religious aims was of greater importance for Isabella and Ferdinand? i) Control of the Spanish Church ii) Defence of the Catholic faith Explain your answer with reference to both (i) and (ii). In dealing with the control of the Spanish Church, • Answers might discuss the rights gained in the nomination and appointments of bishops. • Answers might explain how they prevented most appeals going to the Pope. • Answers might discuss the introduction of rules of residency for bishops. • Answers might discuss the establishment of new colleges especially for the education of the higher clergy. • Answers might discuss the controls exerted by Isabella and Ferdinand over Church revenues. • Answers might explain how Church fortresses were placed in the hands of royal officials after 1479. In dealing with the defence of the Catholic faith, • Answers might discuss the capture of Granada. • Answers might discuss the establishment and work of the Inquisition. • Answers might discuss the expulsion of the Jews in 1492. • Answers might discuss the expulsion of the Moriscos in 1502. • Answers might discuss the inspections of monastic houses to ensure uniformity of practice. • Answers might discuss the efforts made to improve the spiritual welfare of the laity.	10	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • 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.

Question		Answer	Mark	Guidance
1	(b)*	How stable was Spain during the reign of Charles I? In arguing that Spain was stable, • Answers might discuss the increased efficiency of conciliar government. • Answers might discuss the increasing acceptance of Charles as king. • Answers might discuss the effectiveness of Philip as regent. • Answers might discuss the role of the King in the dispensation of justice. • Answers might discuss the competence of key advisers such as Gattinara and de los Cobos. • Answers might discuss the influence of the nobility especially in the countryside and their loyalty to the monarch. • Answers might discuss the power of the Church and the Inquisition. In arguing that Spain was unstable, • Answers might discuss the impact of Charles' absence abroad. • Answers might discuss the revolts of the Comuneros and Germania. • Answers might discuss the separate systems of government in Castile and Aragon. • Answers might discuss the financial weaknesses of the Crown. • Answers might discuss the extent of corruption. • Answers might discuss the lack of a capital. • Answers might discuss the difficulties of communication	20	How far do you agree? The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected. • At higher levels, candidates will focus on 'How stable' but at Level 4 may simply list factors. • At Level 5 and above, there will be judgements as to the degree of stability. • At higher levels, candidates might establish criteria against which to judge the stability of Spain. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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.

Question		Answer	Mark	Guidance
2	(a)	Which of the following was the greater challenge faced by Spain in 1469? i) The political situation ii) The social and economic situation. Explain your answer with reference to both (i) and (ii). In dealing with the political situation, • Answers might discuss the legacy of civil war in Aragon and Castile. • Answers might discuss the power of leading nobles. • Answers might outline the differences in the way government was structured in Castile and Aragon. • Answers might discuss reactions to the marriage of Ferdinand and Isabella. • Answers might discuss the opposition to Isabella as heir to the throne. • Answers might discuss the delicacy of relations with the neighbouring states of Portugal and Granada. In dealing with the social and economic situation, • Answers might discuss the primitive nature of agriculture. • Answers might discuss the privileges of the 'Mesta'. • Answers might discuss the huge inequalities of wealth in society. • Answers might discuss the isolation of many communities. • Answers might explain how a small middle class inhibited trade and business. • Answers might discuss the social impact of the influence of the Church.	10	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • 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.

Question			Answer	Mark	Guidance
Question			Answer	Mark	Guidance
2	(b)*		Assess the aims of Spanish foreign and overseas policies in the period from 1469 to 1556. In arguing that the most important aim was to secure Spain's borders, • Answers might discuss the capture of Navarre, 1512. • Answers might discuss his ejection of the French from Navarre in 1522 after they had taken it back. • Answers might discuss the treaty of 1493 by which France ceded Cerdagne and Roussillon. • Answers might discuss the conquest of Granada. • Answers might discuss the war of 1474-79 with Portugal. • Answers might discuss the marriages made with the Portuguese royal family by Ferdinand and Isabella and Charles I. In arguing other factors were more important: • Answers might discuss Spanish policy in checking the power of the Ottoman Turks for religious and commercial reasons, particularly in the the eastern Mediterranean: Ferdinand and Isabella's campaigns in the eastern Mediterranean (Rhodes, Otranto, Cephalonia) and Charles' successful expeditions to Coron and Patras, 1532-3. • Answers might discuss Spanish policy in the western Mediterranean: Ferdinand and	20	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected. • At higher levels, candidates will assess the relative importance of the aims' but at Level 4 may simply list them. • At Level 5 and above, there will be judgements as to the relative importance of Spanish aims. • At higher levels, candidates might establish criteria against which to judge the importance of Spanish aims. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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.

Question			Answer	Mark	Guidance
			Isabella's attacks on cities in North Africa and Charles' against Tunis, 1535 (successful), and Algiers, 1541 (failed). • Answers might discuss the emergence of Protestantism and Charles's attempt to deal with the threat diplomatically (Diet of Worms and other Diets of the 1520s). • Answers might argue the most important aim was the defence of Spanish interests in Italy, discussing the exploits of Gonzalo de Cordoba in Naples, 1495-1504, the defence of Milan, the sack of Rome and the defeat of France in Naples and at Landriano. • Answers might argue the aim was to consolidate Spanish power in the New World and discuss the voyages of discovery, the Treaty of Tordesillas, the conquest of the Incas and Aztecs		

APPENDIX 1 – this contains a generic mark scheme grid

	<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>
	Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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>
	Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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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