

GCE

History A

Y206/01: Spain 1469-1556

Advanced GCE

2021 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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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Annotations

Annotation	Meaning of annotation
	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

Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p>Which of the following was of greater importance as a reason for the Conquest of Peru by Francisco Pizarro?</p> <p>(i) The use of force (ii) The weakness of the Incas</p> <p>Explain your answer with reference to both (i) <u>and</u> (ii).</p> <p>In dealing with the importance of the use of force,</p> <ul style="list-style-type: none"> • Answers might argue that the men with Pizarro were armed and organised as an army, expecting to use force. • Answers might discuss the murder of Atahualpa and the massacre of his 'guards'. • Answers might discuss the sack of Cuzco, the Inca capital. • Answers might explain how force was used to impose their authority throughout the lands they conquered. • Answers might argue that Spanish power was limited (160 men and 27 horses when Pizarro first arrived) <p>In dealing with the weakness of the Incas,</p> <ul style="list-style-type: none"> • Answers might argue that they had inferior weapons. • Answers might explain that they did not have horses. • Answers might explain that there was a civil war among native Incas. • Answers might argue that the vastness of the Inca empire made it hard for the Incas to co-ordinate their efforts. • Answers might explain that Inca weakness should not be exaggerated as their continued resistance till the mid-1540s. 	10	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>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.</p> <ul style="list-style-type: none"> • 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.

1	(b)*	<p>‘Insufficient support explains the failure of the Comunero and Germania revolts.’ How far do you agree?</p> <p>In arguing that insufficient support explains the failure of the revolts,</p> <ul style="list-style-type: none"> • Answers might argue that the Comunero revolts were centred on urban areas which were few and small. • Answers might explain that most of the lesser nobility were persuaded to stay loyal. • Answers might discuss the importance of the opposition of the aristocracy. • Answers might argue that the peasantry, though most numerous, were, mainly, uninvolved. • Answers might argue that the Germania revolt was largely confined to Valencia. • Answers might argue that as the aims of the rebels became more extreme so moderate support was lost. • Answers might argue that the Church (especially the upper clergy) remained loyal to the crown. <p>In arguing that other factors were important,</p> <ul style="list-style-type: none"> • Answers might discuss the lack of co-operation between the Comuneros and the Germania. • Answers might argue that the refusal of Queen Joanna to commit to the revolt left the leaders of the Comuneros with no claim to legality. • Answers might argue that rebel leaders were incompetent: Padilla and Juan Bravo in Castile and Peris in Aragon. • Answers might argue that royal armies were superior and decided the outcome of both revolts: the Battle of Villalar and the recapture of Valencia. • Answers might discuss the concessions made by 	20	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>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.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on how far but at Level 4 may simply list factors • At Level 5 there will be judgement as to how far • At higher levels candidates might establish criteria against which to judge the failure of the revolts. • To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions. • 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 the descriptions in the levels mark scheme.
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2	(a)	<p>Charles about the collection of the servico.</p> <p>Which of the following was the greater threat to Catholicism in Spain during the reign of Charles I?</p> <p>(i) Erasmianism (ii) The Moriscos</p> <p>Explain your answer with reference to both (i) <u>and</u> (ii).</p> <ul style="list-style-type: none"> • In dealing with Erasmianism, answers might argue that it challenged the authority of the Church. • Answers might argue that it advocated learning, private prayer and meditation which were at variance with the established approach of the Church. • Answers might discuss how Erasmianism was associated with Protestantism and viewed as subversive. • Answers might explain how the Inquisition persecuted Erasmians. • Answers might argue that support for Erasmianism was very limited, largely confined to educated courtiers and academics. • Answers might argue that Charles took many of the most powerful Erasmians with him in 1529 when he left Spain. • In dealing with the Moriscos, answers might explain that they were confined to Granada. • Answers might explain that following the revolts in Castile and Aragon in the early 1520s Moors who had still not converted were expected to do so or leave the country. • Answers might explain how, in 1526, attempts were made to erase all traces of Moorish civilisation in Granada. • Answers might argue that the Church was instructed to improve the Christian education of Moriscos. 	10	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>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.</p> <ul style="list-style-type: none"> • 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.
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2	(b)*	<ul style="list-style-type: none"> Answers might argue that the suspension of legislation against Moorish customs in return for a subsidy paid by the 4 Moors of Granada suggests the threat was considered minimal. <p>How successful was the foreign policy of Charles I in protecting Spanish interests?</p> <ul style="list-style-type: none"> In arguing that foreign policy was successful in protecting Spanish interests, answers might argue that he drove the French out of Navarre in the early 1520s and so made the border with France more secure. Answers might argue that he contained the French in northern Italy with military victories in the 1520s. Answers might argue that Spanish interests in Naples were defended against French aggression. Answers might argue that the alliance with Doria, commander of the Genoese fleet, in 1528, helped to protect Spanish communications with Naples and Sicily. Answers might argue that capture of La Goleta and Tunis in 1535 reduced the threat of Muslim pirates and gave Spain a base in North Africa. In arguing that foreign policy was unsuccessful in protecting Spanish interests, answers might argue that, despite victories against the French, they remained a threat in Italy. Answers might argue that the treatment of the popes harmed Spanish interests in some respects. Answers might argue that Barbarossa's activities in the Mediterranean continued unabated. Answers might argue that Charles' attempt to take Algiers in 1541 was disastrous and led to the loss of bases in North Africa including Tunis. 	20	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>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.</p> <ul style="list-style-type: none"> No set answer is expected. At higher levels candidates will focus on to what extent but at Level 4 may simply list factors. At Level 5 there will be judgement as to the extent of success. At higher levels candidates might establish criteria against which to judge success. To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions. 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 the descriptions in the levels mark scheme.
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Y206/01

Mark Scheme

November 2021

			Answers might argue that Charles' involvement in the wars against Protestant forces in the Holy Roman Empire in the latter part of his reign diverted his focus away from Spanish interests and consumed Spanish treasure which might have been used to support Spanish interests specifically.		
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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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