

A-LEVEL

# History

Paper 1B Spain in the Age of Discovery, 1469–1598  
Additional Specimen Mark scheme

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Version: 1.0

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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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## A-level History Paper 1 Specimen Mark Scheme

### 1B Spain in the Age of Discovery, 1469–1598

#### Section A

- |          |          |  |                   |
|----------|----------|--|-------------------|
| <b>0</b> | <b>1</b> | Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to Philip II and the development of government in Spain. | <b>[30 marks]</b> |
|----------|----------|--|-------------------|

*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> | Shows a very good understanding of the interpretations put forward in all three extracts and combines this with a strong awareness of the historical context to analyse and evaluate the interpretations given in the extracts. Evaluation of the arguments will be well-supported and convincing. The response demonstrates a very good understanding of context.   | <b>25-30</b> |
| <b>L4:</b> | Shows a good understanding of the interpretations given in all three extracts and combines this with knowledge of the historical context to analyse and evaluate the interpretations given in the extracts. The evaluation of the arguments will be mostly well-supported, and convincing, but may have minor limitations of depth and breadth. The response demonstrates a good understanding of context.   | <b>19-24</b> |
| <b>L3:</b> | Provides some supported comment on the interpretations given in all three extracts and comments on the strength of these arguments in relation to their historic context. There is some analysis and evaluation but there may be an imbalance in the degree and depth of comments offered on the strength of the arguments. The response demonstrates an understanding of context.   | <b>13-18</b> |
| <b>L2:</b> | Provides some accurate comment on the interpretations given in at least two of the extracts, with reference to the historical context. The answer may contain some analysis, but there is little, if any, evaluation. Some of the comments on the strength of the arguments may contain some generalisation, inaccuracy or irrelevance. The response demonstrates some understanding of context.   | <b>7-12</b>  |
| <b>L1:</b> | <b>Either</b> shows an accurate understanding of the interpretation given in one extract only <b>or</b> addresses two/three extracts, but in a generalist way, showing limited accurate understanding of the arguments they contain, although there may be some general awareness of the historical context. Any comments on the strength of the arguments are likely to be generalist and contain some inaccuracy and/or irrelevance. The response demonstrates limited understanding of context. | <b>1-6</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.

**Note:** 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 analysis and evaluation which may be relevant.

**Extract A: In their identification of Lynch’s argument, students may refer to the following:**

- the overall interpretation of this extract is that Philip was in practice (although not in theory) more absolute than his father, Charles V and that under his rule, Spain was a personal monarchy with the King taking a minute interest in every aspect of government
- Philip centralised government on Madrid
- his 'absolute' power was seen in the way he kept control over minute details of government and did not share information
- even his closest councillors were told little
- councils were important but less so than 'personal monarchy'
- the Council of State never became a strong body.

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

- Philip chose to make Madrid his capital in 1561 – an innovation
- centralisation and excessive concern for detail do not in themselves create an absolute monarchy
- Philip worked with close councillors/ key advisors such as the Duke of Alva, Gómez de Silva (Prince of Eboli) and Perez – father and son
- key advisors exercised a good deal of authority; secretaries, for example, opened all letters not personally addressed to the King and gave or withheld information to/from the Council of State
- Philip used councils to administer/advise on different parts of the Empire
- the use of different departments of government, would suggest some plurality of authority; effective government depended on the co-operation of local elites, towns and landowners
- the very size of the Empire, with territories both in Europe and America made the exercise of absolute monarchy a near impossibility
- the Council of State was much more influential in other European nation-states (e.g. the British privy council); the weak council in Spain which could be over-ridden by the monarch.

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

- the overall interpretation of this extract is that Philip's reign was characterised by increasing bureaucracy, suggesting this was not a personal/absolutist rule, but one dominated by civil servants and 'modern' methods
- Philip is portrayed as the arch-bureaucrat
- the governmental system was entirely conciliar, building on that established by Ferdinand and Isabella
- the power of the councils was reflected in the way people sought favours from the councillors who were able to exert patronage
- Elliott concludes that this conciliar government was built onto the medieval style monarchy and elements of the older system remained i.e. whilst bureaucracy was increasing, this was not a fully modern government.

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

- the description of the 'arch-bureaucrat' fits the description given in Extract A and is corroborated by known evidence of Philip's daily habits
- Ferdinand and Isabella had used councils to administer and advise, and staffed them with letrados lawyers, so creating an impression of professionalism in contrast to former reliance on the advice of nobility
- it could be argued that the councils were merely an administrative tool (necessary because of the diverse nature of the autonomous Spanish possessions) and their importance has been exaggerated here. Information was withheld from them and the king could overrule them
- even medieval monarchs had their councillors and the distinction between the old and new systems may have been exaggerated here
- patronage ran through the whole of 16th century society and was not a unique feature in Spain. Patronage was exercised at all levels of government and given their social standing; the patronage of councillors might be expected. This does not, of itself, support the view that councils were 'important'
- it was not the case that the King 'would generally act on his councils' advice'; he actively encouraged different factions within his councils (e.g. Alva v. Eboli) so there would not be single viewpoints advanced for him to act on
- there is plentiful evidence to corroborate the view that old-style monarchy still persisted, as seen in Extracts A and C as well as own knowledge of Philip's personal involvement in government delays in decision-making, personal notes on despatches, intervention in appointments etc.

**Extract C: In their identification of Kamen's argument, students may refer to the following:**

- the overall interpretation of this extract is that the period of Philip's rule was one of 'transition' from personal rule to bureaucracy
- royal power was weaker than it appeared
- the King's power was restricted outside Castile
- Philip viewed his own position as less than absolute and tolerated free political discussion, so absolutism was not a 'political reality'
- this was not a time of undue bureaucracy and monarchy was not actively centralised.

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

- a transition to bureaucracy can be supported by the establishment of councils and the use of the letrados and professionals in government
- in theory Philip's power was unlimited but his control over the empire was weakened by its size and the size of his army; he was not even fully in control of Castilian towns, nor the provinces beyond Castile. His revenue was also insufficient to allow for 'absolute' control
- power 'outside Castile' was limited by the 'fueros'; closely guarded autonomous rights allowing, for example, for the King to be prosecuted in the courts of law
- lack of centralisation can be seen in the alternative sources of power in the localities and the practical problems of trying to run a centralised government given the inadequacy of transport and communications
- the grandes still exercised a major role on the government of the period – e.g. Duke of Alva
- Spain's wealth and the size of the army increased in this period and it was possible to exercise a good deal of royal power (e.g. Philip's determination to send an Armada against England)
- Philip's attitude to his own position was ambiguous. Although he claimed not to want to exercise absolute power, he was ready to overrule others and kept his own counsel
- the establishment of a capital and the direction of all governmental business through Philip's hands could be cited as a contradiction to the final point that this was not a time of 'undue bureaucracy'.

**Section B**

- |          |          |  |                   |
|----------|----------|--|-------------------|
| <b>0</b> | <b>2</b> | To what extent did Ferdinand and Isabella deserve their titles of ‘the Catholic monarchs’? | <b>[25 marks]</b> |
|----------|----------|--|-------------------|

*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**

- |            |  |              |
|------------|--|--------------|
| <b>L5:</b> | Answers will display a very good understanding of the full demands of the question. They will be well organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement.   | <b>21-25</b> |
| <b>L4:</b> | Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well balanced with some judgement, which may, however, be only partially substantiated.  | <b>16-20</b> |
| <b>L3:</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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist.   | <b>11-15</b> |
| <b>L2:</b> | The answer is 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>     |

## 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 supporting the view that Ferdinand and Isabella deserved their titles of ‘the Catholic monarchs’ might include:**

- Isabella's known personal piety and ‘simple lifestyle; Catholic ceremonies were unflinching upheld; saints' days and religious festivals observed; confessors exerted considerable power at court
- reform of the Church was undertaken, particularly under Cisneros. Abuses such as absenteeism, nepotism and plurality challenged; education of priests improved
- royal control extended over appointments of Bishops; powers of Church courts reduced
- rules of religious orders revised and some houses suppressed, mastership of religious military orders taken by Ferdinand
- Isabella sponsored Columbus in 1492 in order to spread Catholicism in new territories
- a cruzada tax levied to fight for the Catholic faith against the Muslims
- the reconquista (1492) removed last elements of Muslim control (in Grenada) from the peninsula and was followed up with attacks on Muslim bases in North Africa
- policy of uniformity/forced conversions followed the reconquista in Grenada
- expulsion of Jews – doctrine of limpieza de sangre required removal of other racial and religious groups
- inquisition (est. 1478) – particularly effective in rooting out untrustworthy Jewish conversos and Muslim moriscos; also attacked witchcraft, deviant sexuality and blasphemy
- Ferdinand waged wars in the name of religion in North Africa and in Italy (as a member of the ‘Holy League’ which included the Pope).

### **Arguments challenging the view that Ferdinand and Isabella deserved their titles of ‘the Catholic monarchs’ might include:**

- reconquista can be interpreted as a purely secular move to unite the peninsula, destroy a source of potential opposition, provide a distraction, focus and new land for nobles
- Isabella was more pious than Ferdinand whose foreign wars were fought for territorial gain and to enhance his own and Spain's reputation
- the patronage of Columbus was to enhance Spanish trade more than to advance the Catholic faith
- policies were carried out in an attempt to increase the wealth of crown cruzada (which continued post-conquest); the confiscation of land and property, the opportunities presented by increased patronage in religious appointments, e.g. Bishops became servants of the state
- inquisition was another instrument of state and used for purposes of unity (Torquemada made Inquisitor General for both Castile and Aragon, 1483)
- control over Church courts enhanced royal power
- so-called reform of religious orders and masterships of military religious orders was less about spiritual reform than political control and provided another means of patronage.



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Students may conclude that Ferdinand and Isabella's policies were primarily driven by the need for stability after a period of Civil War. They sought to restore order and establish sound government by reducing the power of the nobility and extending royal control. Ferdinand, in particular, wished to enhance the status of Spain abroad and there was some concern to regulate the economy. Nevertheless, religious strength was also an aspect of political strength and it is quite possible to argue that the title, 'Catholic monarchs' as given by Pope Alexander VI in 1496, reflected the great importance of religion to their reign. (Although the cynical might argue, that it was the use to which religion was put in justification of their policies, rather than its spiritual teaching that was all-important.)

**0 3** 'A period of dazzling economic prosperity.'

Assess the validity of this view of economic development in Spain in the years 1530 to 1580.

**[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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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 supporting the view that between 1530 and 1580 there was a period of dazzling economic prosperity, might include:**

- the flourishing northern woollen trade; Spain's links with Flanders (where 60% of wool was sent) brought great wealth. The Flemish merchants supplied Baltic wheat, naval supplies and finished textiles in return
- woollen trade also strong with Italy and France, while Grenada flourished on the silk trade, with exports to Italy. Demand led to beginnings of 'factory' organisation by 1570 in Segovia
- Spain known for quality of manufactures in international markets – leather gloves, Toledo swords and other luxury goods
- ship-building flourished thanks to long coastline and Spain's position for both the Atlantic trade with America and more traditional trade through Mediterranean to Italy and Levant. The demands of Empire and power status also encouraged naval growth
- population growth stimulated internal demand, provided workers and stimulated agriculture: growth peaked in the 1580s (aided by Spain's unity and political stability)
- the expansion of the population encouraged agricultural development and more land was ploughed for arable; common lands were used and hillsides deforested. Nobles invested in agriculture and there were some improvements in land cultivation in the east
- trade flourished with 22 fairs in Castile; Medina del Campo was the most important commercial town with an international fair
- the increase in American bullion stimulated trade and commerce from which merchants profited – this increased capital for investment
- the Spanish aristocracy, nobility and bourgeoisie had sufficient wealth to stimulate domestic industries.

**Arguments challenging the view that between 1530 and 1580 there was a period of dazzling economic prosperity, might include:**

- economic development showed considerable regional variation. Spain was not a single economic unit and suffered from poor internal transport links, local banditry and customs tolls
- economic prosperity was uneven. Castile had 75% population in 1530 and nearly 80% by 1580 while the movement of capital to Madrid 1561 shifted prosperity away from Valladolid and Toledo
- the demand for Spanish wool in Antwerp went into decline from the 1550s following changing fashions, foreign competition and was ended by the Dutch revolt
- although agricultural output increased, it was still insufficient and there was no overall rise in yield per acre. Farmers turned from sheep to arable as grain prices went up but only a third of the land could be cultivated (a sixth of country was too mountainous, areas of the Mediterranean coast could not be cultivated for fear of piracy and large areas of central Spain were too dry)

- Spain suffered frequent bouts of plague and famine; epidemics 1557/58 and 1565/66 meant Spanish had to import grain. By the 1580s, Spain was importing wheat and eating bread substitutes
- regulations hampered the mesta and the growth of towns encouraged movement away from sheep farming, but this increased urban unemployment, particularly in areas where town guilds prevented innovation
- import of American bullion brought 400% inflation in the 16th century – initially stimulating, but increasingly adding to price rises in Spain, making Spanish goods less competitive in foreign markets
- New World seen as source of bullion and exotic commodities rather than market for Spanish products. Merchants often sold foreign rather than Spanish products in exchange for silver
- expansion of Empire demanded credit which Spain's financiers could not supply (and debased Spanish coins not trusted), so foreign financiers were encouraged and given permission to export bullion (1566); this reduced the capital that might have been used for internal investment and meant New World wealth was not being used to benefit Spain. Profits from the trade in foreign goods and bullion coming to Spain went into pockets of foreign merchants
- war disrupted trade and commerce; Spain faced growing competition in the Mediterranean and from English privateers; also had to import artillery supplies
- there was too much export of Spanish raw materials and import of foreign manufactured goods; overall there was a deceleration in economic growth by 1580.

Students are likely to conclude that while Spain might have appeared to enjoy 'dazzling economic prosperity' between 1530 and 1580 there were some profound weaknesses beneath the surface. Some may also point out that the degree of prosperity varied by region (and was dispersed unevenly between social groups).

**0 4** 'Philip's successes in foreign policy in Europe outweighed his failures.'

Assess the validity of this view.

**[25 marks]**

*Target: AO1*

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- 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 supporting the view that Philip's successes in foreign policy in Europe outweighed his failures might include:**

- he waged a successful war in the Mediterranean. Victory in Malta in 1565 led to an alliance with Venice which culminated in victory over the Turks at Lepanto, 1571. This deterred further Turkish expansion and preserved Spanish trade and shipping lines as well as fulfilling Philip's deep-felt religious drive
- Philip took Portugal peacefully in 1580 and added its non-European possessions – Brazil, East Indies and its African empire to Spain's own. Its acquisition brought unity and security as well as a long seaboard and the port of Lisbon
- Philip enjoyed some qualified success in France in Wars of Religion; Parma forced Henry of Navarre to lift siege of Paris, 1590 and 1593 Henry converted to Catholicism. In brief war 1595–6, Philip captured Calais although forced to return it in the negotiated Peace of Vervins, 1598
- despite revolt in Netherlands, he retained the Spanish Netherlands (and loss of Northern Netherlands was not complete when he died). To Philip, this Dutch revolt was a domestic issue, although it expanded to involve other powers such as England
- although the Spanish Armada failed in its objective in 1588, England never defeated Spain and war continued, with Spain in the stronger position at the time of Philip's death. New armadas in 1596 and 1597 were destroyed by storms, but there was no guarantee a future fleet would not succeed, and despite their piracy, the English never seriously weakened Spain or had any effect on its empire/colonies
- as a defensive policy – protecting Spain and its interests, with the exception of the Netherlands, Philip succeeded. He preserved and protected his Empire and expanded it.

**Arguments challenging the view that Philip's successes in foreign policy in Europe outweighed his failures might include:**

- the danger of Turkish attack was never completely eliminated; after Lepanto, the Turks rebuilt their fleet and Cyprus (the original cause of the mission) remained in Turkish hands. Tunis was captured 1573, but recaptured by Turks just months later
- Philip was unsuccessful in changing the succession in France and increased the fears of both France and England because of his ambitions
- the rebellion in the Netherlands from 1567 proved lengthy, costly and ended in failure; the breakaway of the United Provinces was clearly in evidence by 1598
- war with England brought a series of embarrassing failures of which the defeat of the Armada in 1588 was the greatest.

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Students may conclude that Philip's foreign policy was broadly successful before 1572 but that as the Dutch revolt dragged on, his ambitions widened as he tried to deal with the countries that aided the Dutch rebels, and so experienced confrontation on several fronts. Foreign policy in the later years failed in its prime aims and brought royal finances close to collapse. Nevertheless, in his primary aims of protecting Spanish interests and waging war against the forces of Islam, Philip could claim a large measure of success. His unstinting attempt to carry out what he believed to be God's will, would, in Philip's own eyes, have been considered a success.