

**A-level**  
**HISTORY**  
**7042/1B**

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

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**Mark scheme**

June 2022

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 Examiner.

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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## 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, ie 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.

**Section A**

- 0 1** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to opposition faced by Philip II in the years 1568 to 1598.

**[30 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:** 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. **25–30**
- L4:** 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. **19–24**
- L3:** Provides some supported comment on the interpretations given in all three extracts and comments on the strength of these arguments in relation to their historical 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. **13–18**
- L2:** 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. **7–12**
- L1:** **Either** shows an accurate understanding of the interpretation given in one extract only **or** 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. **1–6**
- 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.**

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate and challenge the interpretation/arguments/views.

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

- Philip II faced a series of significant challenges to his authority, both in Spain and across his empire
- opposition from the Castilian Cortes led to challenges to his authority, making it difficult for him to rule effectively
- he faced open opposition particularly in the Morisco and Aragon revolts, which were a serious threat to his authority
- the most serious threat he faced was the Dutch revolt, which resulted in defeat and financial ruin.

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

- Philip II did face increasing opposition from the Castilian Cortes, particularly over taxation, leading to fractious relations in the 1590s, eg over the millones taxation
- the rebellion faced by Philip II in the Morisco revolt did shake Philip's authority, revealing weaknesses in his military resources as the rebellion took two years to subdue
- the revolt in the Netherlands led to serious financial crisis, with fighting lasting several decades, leading to the loss of the Northern states
- however, it could be argued that the Morisco revolt was dealt with easily by Don John, and the Aragonese revolt never posed a serious threat to Philip's rule. Although the Dutch revolt was lengthy, the southern states were retained and the rebellion could be seen as an inevitable result of Philip's inheritance.

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

- the rebellions faced by Philip were easily dealt with, and confirmed his absolutism
- the Morisco Rebellion was easily dealt with by Don John, and royal authority was never in doubt
- the Morisco population were suppressed and never presented a problem again
- there was a rapid royal victory in Aragon, resulting in Aragon losing much of its autonomy, and royal absolutism was confirmed.

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

- royal forces were able to deal with the rebellions swiftly and decisively, and Philip's authority was never under serious threat
- the dispersal of the Morisco population across Castile in the 1570s prevented any future uprisings
- however, the spread of Moriscos led to local social and religious tensions, as well as continued threat of collaboration with Ottoman Turks and Barbary Muslims
- the gains in royal authority in the aftermath of the Aragonese rebellion were very limited and Aragonese fueros were largely unaffected.

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

- the Aragon Revolt showed Philip's strengths and weaknesses, but ultimately Spanish unity was preserved
- the Aragon revolt showed Philip's weakness in his lack of royal control over Aragon
- it also showed his strength, as social divisions meant the impact of the rebellion was limited
- Philip had learnt from his experiences in the Netherlands and Portugal, and decided to uphold the fueros of Aragon.

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

- Philip's authority was considerably weaker in Aragon compared with Castile, as shown by the hostility resulting from the perception of royal interference in sending Castilian troops and appointing a Castilian viceroy
- the revolt didn't become a serious challenge to royal authority, as the Aragonese grandees were keen to preserve their own social privileges which were protected by the Crown and therefore the rebellion didn't spread beyond the city of Zaragoza
- Alva's brutal actions in the 1560s in the Netherlands had enflamed tensions leading to the outbreak of rebellion in 1571, whereas Philip's measured approach in Portugal had led to the successful consolidation of Spanish rule in 1580
- Phillip didn't remove the Aragonese fueros, but he did take some measures to increase and assert royal control over the Aragonese Cortes, such as the execution of the Justiciar.

**Section B**

**0 2** 'The economy of Spain was significantly strengthened in the years 1492 to 1516.'

Assess the validity of 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 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 the economy of Spain was significantly strengthened in the years 1492 to 1516 might include:**

- improvements in international trade, particularly with England and the Netherlands, led to strengthened wool trade, including the growth of northern ports of Bilbao and Burgos, and international trade fairs such as Medina del Campo
- discovery of the New World led to increased trade and imports of gold and silver, including the growth of Seville
- some attempts at economic unity, such as the ‘excelente’ currency leading to some improvements in internal trade, as well as providing a strong coinage which strengthened international trade
- strength of the Mesta and domination of pastoral farming resulted in a flourishing wool market.

**Arguments challenging the view that the economy of Spain was significantly strengthened in the years 1492 to 1516 might include:**

- lack of economic unity hampered internal trade, continuation of customs duties, tolls etc
- poor infrastructure and lack of investment in bridges and roads, taxation not invested
- lack of investment in agriculture, continued food shortages and reliance on food imports
- impact of expulsion of Jews and Muslims on the cloth and silk markets
- domination of the Mesta, little development of other industries or domestic cloth production.

Students may argue that whilst Spain’s economy was strengthened through the development of international trade, both in Europe and in the Atlantic, the continued focus on the Mesta at the expense of the development of other industries and agriculture meant that Spain’s economy was not strengthened. Students may also refer to Isabella’s religious policies taking precedence over economic issues, with specific reference to the negative impact of the expulsion of the Jews and Muslims.



**0 3** To what extent had Charles V achieved religious unity in Spain by 1556?

**[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 Charles V achieved religious unity in Spain by 1556 might include:**

- the work of the Inquisition in tackling heresy – converso problem dealt with by 1530, Index of Prohibited Books prevented spread of heretical ideas into Spain
- expulsion of the Muslims from Aragon in 1526 led to an all-Catholic Spain, at least outwardly
- new religious ideas of Humanism, mysticism and Protestantism eradicated, due to a lack of grassroots support and harsh persecution in 1520s
- religious reforms helped strengthen the Catholic Church against potential opposition; new religious orders, impact of individual reformers, eg Teresa of Avila, and the initial meetings of the Council Trent.

**Arguments challenging the view that Charles V had achieved religious unity in Spain by 1556 might include:**

- limited impact of the Inquisition; small number of tribunals, implementation of Index sporadic
- Muslim faith and practices continued in Aragon and Granada due to Charles' financial commitments, suggesting a lack of religious unity
- pockets of Protestantism survived in Spain – series of autos-da-fe required to deal with this in 1559, suggesting there was little religious unity before this point
- limited impact of the reforms of the Church – poorly educated clergy, widespread anti-clericalism and superstitious practices remained a major challenge to the Catholic Church in Spain.

Students may argue that despite the outward appearance of unity brought about by the expulsion of the Muslims and the work of the Inquisition in tackling heresy, the lack of spiritual guidance and Christian education meant that divisions between Old and New Christians continued. Students may also refer to the growth of a strong nationalism in Spain, leading to a militant Catholicism that would effectively protect Spain from the religious divisions that caused conflict across the rest of Europe, therefore suggesting that religious unity was successfully achieved.

**0 4** 'In the years 1571 to 1598, Phillip II failed to achieve his aims in foreign policy.'

Assess the validity of 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 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 in the years 1571 to 1598, Philip II failed to achieve his aims in foreign policies might include:**

- disastrous wars with France in the 1590s led to diplomatic isolation and the continuation of an expensive, unwinnable war
- failure of the Spanish Armada in 1588 resulted in the continuation of war with England, unable to capitalise on the defeat of the English navy in 1589, continued attacks on Spanish shipping by English privateers
- loss of territory in Northern Netherlands, failed to achieve the aim of stopping the spread of Protestantism to his territories
- failed to contain the threat of Islam from the Barbary Pirates and Ottoman Turks.

**Arguments challenging the view that in the years 1571 to 1598, Philip II successfully achieved his aims in foreign policy might include:**

- achieved aim of preventing a Protestant king taking the throne in France, therefore protecting international Catholicism
- Treaty of Vervins confirmed territorial terms of the Treaty of Cateau-Cambresis, so achieved the aim of protecting his empire and Italian possessions
- managed to retain control of southern Netherlands – passed on unchallenged to Isabella and remained Catholic
- threat of Ottomans effectively contained by 1578, thus he achieved his aim of preventing western expansion into the Mediterranean
- the acquisition of Portugal in 1580 led to Philip successfully achieving his aim of uniting the Iberian Peninsula under a single Christian ruler.

Students may argue that the failures in Philip II's foreign policies, especially after 1588, meant that he had not achieved his aims of maintaining his empire, and protecting international Catholicism. However, the loss of the Northern Netherlands was beyond his control, and the continuation of wars against both France and England were a necessary defence of his empire, and were not categoric defeats by 1598. Furthermore, the acquisition of Portugal and victory at Lepanto could be seen as successes in achieving his aims. Better answers will make reference to Philip's differing aims, and judge the extent to which he achieved them.