

GCE

History A

Unit **Y236/01**: Spain 1469–1556

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2016

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

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
	Simple comment
	Unclear
	View

1. Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix
2. Here is the mark scheme for this question paper.

Question	Answer	Marks	Guidance
1*	<p>‘The revolts in Castile and Aragon, 1519-1524, were entirely the responsibility of Charles I’. How far do you agree?</p> <p>In assessing that Charles I was responsible for the revolts:</p> <ul style="list-style-type: none"> • Answers might discuss his late arrival in Castile (1517) and later return to Germany in 1519. • Answers might discuss Charles’ decision to dismiss Cisneros. • Answers might discuss the appointment of Burgundians. • Answers might discuss the demands made by Charles on the Cortes of Castile for money. • Answers might discuss Charles decision to call the Cortes of Castile to Santiago. • Answers might discuss the perceptions about the impact Charles would have on the Spanish economy (the cloth trade in particular). <p>In assessing that other factors were responsible:</p> <ul style="list-style-type: none"> • Answers might discuss the demands made of him at the Cortes of Valladolid in 1518. • Answers might discuss the truculence of the Cortes in Castile and especially that of the Aragonese Cortes. 	30	<ul style="list-style-type: none"> • No set answer is expected • At level 5 there will be judgement as to whether Charles I was entirely responsible. • At higher levels, answers might establish criteria against which to judge his level of responsibility. • To be valid, judgements 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 as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none">• Answers might discuss the role of Charles' advisers, notably Chièvres and Adrian of Utrecht.• Answers might discuss the responsibility of leading families in the towns and cities of Castile and the Germania in Aragon.• Answers might discuss the failure of Ferdinand to settle the succession allowing the supporters of Joanna to challenge Charles' claim to the throne.		

Question	Answer	Marks	Guidance
2*	<p>How successful were the monarchs of Spain in the Italian Wars, 1494-1556?</p> <p>In arguing that Spain was successful in Italy:</p> <ul style="list-style-type: none"> • Answers might emphasise the importance of Sicily and Naples in defending Spain's interests in the Mediterranean, for example the achievements of Cordoba in Naples (1496/1503) and the gains made in the south by treaties (1500/1505). • Answers might stress the importance of Milan as an intersection between Spain and Austria and the Netherlands, for example Charles' capture of Milan by 1522 and the defeat of France at Pavia (1525) and Ladriano (1529). • Answers might discuss the defection of Doria in the 1520s. • Answers might argue that Spain restrained France and this was important not only to defend Spain's interests in Italy but as part of the power struggle between both countries. <p>In arguing that Spain experienced failures in Italy:</p> <ul style="list-style-type: none"> • Answers might stress the importance of gaining the support of the Papacy and the failure to do this consistently. • Answers might consider: French invasions of Naples (1494/5 and 1502); Spanish defeat at Ravenna in 1512; French seizure of Milan in 1516; French control of Savoy and Piedmont from the late 1530s. 	30	<ul style="list-style-type: none"> • No set answer is expected • At level 5 there will be judgement as to the extent of success. • At higher levels, answers might establish criteria against which to judge success. • To be valid, judgements 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 as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Section B

Question	Answer	Marks	Guidance
3	<p>Read the interpretation and then answer the question that follows: ‘The pacification of Castile and Aragon depended on the restoration of law and order’.</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p> <p>The historical debate is about the methods by which Ferdinand and Isabella restored peace and stability to Castile and Aragon after the civil war, 1474-1479. Besides law and order, the strengthening of royal administration, the role of the Church and control of the towns are considered important issues.</p> <p>In analysing and evaluating the strengths and limitations of the interpretation answers might consider how law and order had broken down which is the implication of the question.</p> <p>Answers might stress the importance of the word ‘depended’ which suggests the restoration of law and order was the main reason for the pacification.</p> <p>In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • The dispensation of justice personally by the Catholic Kings and the extensive travelling undertaken to bring justice to the people. • The increase in the number of Audiencias and lesser royal courts served to establish a system of justice. 	20	<ul style="list-style-type: none"> • No set answer is expected • Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation. • Candidates must refer to at least one other interpretation. • The quality of analysis and evaluation of the interpretation should be considered when assigning answers to a level, not the quantity of other interpretations included in the answer. • Other interpretations considered as part of evaluation and analysis of the given interpretation do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate’s own viewpoint. • Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in evaluation. However, for level 5 there should be well-supported evaluation of both and for level 4 supported evaluation of both, in line with levels descriptors.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • The Hermandad (peacekeeping forces in towns) coordinated through the Santa Hermandad, made it possible to enforce the law more successfully. <p>In analysing and evaluating the limitations of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • The time taken to travel around Spain and Castile which reduced the effectiveness of personal justice by the monarchs. • The limited numbers of law courts. • The Hermandad were restricted to certain towns and their authority did not extend into the countryside. • The rights and privileges of towns and regions, including differences between Castile and Aragon, which made uniformity of practice impossible and the implementation of the law difficult. • Lawlessness and corruption remained endemic. <p>Other interpretations that might be used in evaluation of the given interpretations are:</p> <ul style="list-style-type: none"> • The power of the monarchs might be discussed. Isabella exploited the lack of restraint on her power in Castile and used the Cortes to her advantage (yet, in Aragon, Ferdinand was constrained by the Cortes). The significance of their marriage could be discussed. Similarly, the corregidores in Castilian towns were obliged to serve Isabella (in 1494, 54 towns had a corregidor and by 1515 another 32 had one). 		<ul style="list-style-type: none"> • Candidates are not expected to construct their own interpretation.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"><li data-bbox="376 201 1182 312">• The control of the Church by the Catholic Kings might be discussed. The challenge to the power of the Pope and the role of the Inquisition might be discussed.<li data-bbox="376 344 1182 496">• The improvement in the royal finances might be considered: this allowed the monarchs more scope to strengthen their armed forces and to reduce their dependence on the nobility for funds.<li data-bbox="376 528 1182 679">• The conquest of Grenada might be discussed as a factor that completed the Reconquest and brought peace to the south. It removed a source of disorder and helped unite the land.		

APPENDIX 1 – this contains the generic mark scheme grids

	<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 Section A, Questions 1 and 2: Essay [30]
Level 5 25–30 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 19–24 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 13–18 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 7–12 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 1–6 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.

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section B, Question 3: Interpretation [20]
Level 5 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 4 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 3 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths, but both will be addressed.
Level 2 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or may only address limitations or strengths.
Level 1 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

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