

GCE

History A

Unit : Y206/01 Spain 1469 - 1556

Advanced GCE

Mark Scheme for June 2017

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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

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

MARK SCHEME Section A

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>Which of the following was of greater importance as a reason for the victory of Castilian and Aragonese forces against the Moors in Granada, 1482-1492?</p> <p>(i) Christianity and the Catholic Church (ii) The strength of Castilian and Aragonese armies</p> <p>Explain your answer with reference to both (i) and (ii).</p> <p>In dealing with Christianity,</p> <ul style="list-style-type: none"> • Answers might consider that the war was regarded as a crusade. • Answers might argue the war was considered to be part of the Reconquest. • Answers might consider how the Church funded the war with the cruzada tax. • Answers might consider the Pope giving Ferdinand a large silver cross to hold before the troops to inspire them. <p>In dealing with the strength of Castilian and Aragonese armies,</p> <ul style="list-style-type: none"> • Answers might consider the leadership of Ferdinand. • Answers might consider the importance of their weapons (especially canon in besieging towns). • Answers might consider the size of the army (50,000 men and 10,000 cavalry). • Answers might consider the unity of the armies (a 'national force'?). • Answers might consider the weaknesses of the Moors (divided, little help from Africa). 	10	<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>To what extent had Spain been united by 1516?</p> <p>In arguing that Spain had been united, answers might</p>	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on 'to what extent' but

<p>2</p>	<p>(a)</p>	<p>argue that joint monarchy was established in Castile.</p> <ul style="list-style-type: none"> • Answers might argue that intermarriage of the Castilian and Catalan nobility was encouraged. • Answers might argue that in 1516 both kingdoms were bequeathed to the same heir. • Answers might argue that Castile and Aragon shared a common foreign policy. • Answers might argue that the Inquisition operated throughout Spain. • Answers might argue that there was some financial unity. • Answers might discuss the efforts made to signify union in the symbolism of power and the propaganda of the time. <p>In arguing that Spain was not united, answers might argue that there was no common government.</p> <ul style="list-style-type: none"> • Answers might argue that the different fueros of Castile and Aragon were upheld. • Answers might argue that lands acquired before 1516 became the possession of either Castile or Aragon. • Answers might argue that economically – coinage, customs and trade – that the kingdoms remained separate. • Answers might argue that the Cortes in Castile was very different from that in Aragon. • Answers might argue that no one referred to ‘Spain’ as an entity before 1516. • Answers might consider the linguistic divisions within ‘Spain’. <p>Which of the following was of greater importance as a reason for Spain’s financial problems under Charles I? (i) The wars of Charles I</p>	<p>10</p>	<p>at Level 4 may simply list factors</p> <ul style="list-style-type: none"> • At Level 5 and above there will judgements as to the relative unity of Spain by 1516. • At higher levels candidates might establish criteria against which to judge the unity of Spain by 1516. • 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. <ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate
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2	(b)*	<p>(ii) Flaws in the financial system Explain your answer with reference to both (i) and (ii).</p> <p>In dealing with the wars of Charles I, answers might consider the extent of his wars.</p> <ul style="list-style-type: none"> • Answers might consider the actual cost of wars eg the unsuccessful attempt to relieve Metz in 1552 cost 2.5 million ducats. • Answers might consider the bankruptcy of 1557 as the culmination of a series of expensive campaigns. • Answers might consider the disproportionate amount paid by Castile to Charles' wars than other parts of the empire. <p>In dealing with flaws in the financial system, answers might consider the tax privileges of the nobility and the Church.</p> <ul style="list-style-type: none"> • Answers might consider the inefficient method of tax farming. • Answers might consider the reliance on borrowing and the huge cost in interest. • Answers might consider the weakness of central government eg the Council of Finance. <p>'The discovery of silver was the most important advantage of empire to Spain in the period from 1519 to 1556.' How far do you agree?</p>	<p>material.</p> <ul style="list-style-type: none"> • 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. <p>• No set answer is expected. • At higher levels candidates will focus on 'most important'</p>
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	<p>In arguing that silver was important, answers might discuss the levels of silver bullion brought back from overseas.</p> <ul style="list-style-type: none"> • Answers might argue that the silver helped facilitate trade and reduce the trade deficit with certain areas eg the Baltic. • Answers might argue that trade cycles fluctuated according to the imports of silver showing the dependence of the former on the latter. • Answers might argue that silver from overseas compensated for the fall in silver output from Spain itself. • Answers might argue that the silver helped finance the wars of Charles I. <p>In arguing that other factors were important,</p> <ul style="list-style-type: none"> • Answers might argue that there were disadvantages with silver imports (inflation, under-development of the home economy, complacency). • Answers might argue that the political advantages of empire were important in increasing the power of Spanish monarchy. • Answers might argue that the social advantages of empire were important in providing opportunities for emigration. • Answers might stress the advantages of access to new foods, commodities and markets. • Answers might argue that the spread of the Christianity was an advantage of empire. 	<p>but at Level 4 may simply list factors.</p> <ul style="list-style-type: none"> • At Level 5 and above there will be judgement as to the relative importance of silver. • At higher levels candidates might establish criteria against which to judge the importance of silver. • 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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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>
	1. Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
2. Level 6 9–10 marks	3. 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.
4. Level 5 7–8 marks	5. 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.
6. Level 4 5–6 marks	7. 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.
8. Level 3 3–4 marks	9. 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.
10. Level 2 2 marks	11. 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.
12. Level 1 1 mark	13. 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.
14. 0 marks	15. 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.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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Facsimile: 01223 552553

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