

GCE

History A

Y206/01: Spain 1469-1556

Advanced GCE

Mark Scheme for November 2020

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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
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View

Subject Specific Marking Instructions

Question	Answer	Marks	Guidance
1 (a)	<p>Which of the following was of greater importance in asserting the authority of Isabella and Ferdinand?</p> <p>(i) Control of the towns (ii) Control of the nobility</p> <p>Explain your answer with reference to both (i) <u>and</u> (ii).</p> <p>In dealing with the control of the towns,</p> <ul style="list-style-type: none"> • Answers might explain that the Hermandad was set up in every place with more than 50 inhabitants to act as police and to try people for robbery, murder and arson. • Answers might argue that they were able to deal with small disorders only and they were opposed in the cities of Aragon and withdrawn from them after a short period as a result. • Answers might argue that all major towns had to accept a corregidor though their effectiveness varied. • Answers might argue that the Crown appointed regidores (town councillors). • Answers might argue that the appointment of magistrates (alcaldes) helped enforce the law. • Answers might explain the importance of royal visits to towns. <p>In dealing with the control of the nobility,</p> <ul style="list-style-type: none"> • Answers might explain how the nobility were made responsible for the collection of the alcabala (sales tax). • Answers might discuss how titled nobles were encouraged to spend time at the royal court. • Answers might explain how nobles were compensated for the reclamation of royal lands lost since 1464. 	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 the question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or may 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.

	<ul style="list-style-type: none"> • Answers might discuss how nobles were forbidden to build new castles or fight private wars. • Answers might explain how nobles were rewarded with land and titles for their support especially in the war in Granada. • Answers might explain how the three military orders were brought under royal control. • Answers might explain how Isabella and Ferdinand encouraged the nobles to use the mayorazgo as the way of transferring their lands as an inheritance. 		
1 (b)*	<p>‘Religious zeal was the main reason for the victory of Christian forces in their conquest of Granada between 1482 and 1492.’ How far do you agree?</p> <p>In arguing that religious zeal was the reason for victory,</p> <ul style="list-style-type: none"> • Answers might argue that the campaign was regarded as a crusade. • Answers might argue that the campaign was regarded as part of the <i>Reconquista</i> against the infidel which inspired a sense of duty to serve. • Answers might explain that the Papacy granted a <i>crusada</i> (special tax) to pay for the war. • Answers might discuss how Ferdinand and Isabella went to the shrine of St James of Compostella to seek divine help. • Answers might argue that knights usually wore crusader crosses. • Answers might argue that Ferdinand carried a huge silver cross at the head of the troops. • Answers might argue that official propaganda portrayed the campaign as religiously motivated. • Answers might argue that the title of ‘Catholic Monarchs’ conferred on Ferdinand and Isabella indicates that 	20	<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 and above, there will be judgements as to the relative success of specific policies. • At higher levels, candidates might establish criteria against which to judge the importance of religious zeal. • To be valid judgements, claims 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 to analyse and evaluate the sources, in line with descriptions in the levels mark scheme.

	<p>religious motives were important.</p> <p>In arguing that other factors were important,</p> <ul style="list-style-type: none"> • Answers might argue that Ferdinand provided effective leadership. • Answers might discuss the contribution of the nobility who backed the campaign. • Answers might explain that Muslim leaders in Granada were divided. • Answers might explain that Muslims in Granada did not receive help from Muslims in Africa or from elsewhere. • Answers might argue that Christian forces were effectively organised and controlled by the crown and acted as a national army rather than medieval forces. 		
2 (a)	<p>Which of the following was the greater threat to Spain in the period from 1469 to 1556?</p> <p>(i) The French</p> <p>(ii) The Ottoman Turks</p> <p>Explain your answer with reference to both (i) <u>and</u> (ii).</p> <ul style="list-style-type: none"> • In dealing with the French, answers might discuss the border disputes over Cerdagne and Roussillon in the 1490s. • Answers might discuss the French invasion of Italy in 1494 and the threat to Spanish interests in Naples. • Answers might discuss how the Italian Wars were conducted by Ferdinand and Isabella. • Answers might explain French intervention in north Italy was a threat to the Spanish Road linking to the Low Countries. • Answers might discuss how the Italian Wars were conducted by Charles I. 	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 the question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or may 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.

	<ul style="list-style-type: none"> • Answers might assess how the French alliance with the Muslims in the 1540s threatened Spanish interests in the Mediterranean. • In dealing with the Ottoman Turks, answers might discuss the interference of pirates on Spanish shipping in the Mediterranean. • Answers might assess the raids made on the Spanish coast and the potential risk of an alliance with Muslims in Granada. • Answers might explain how the Ferdinand and Isabella engaged the Turks in the defence of Rhodes, Otranto and Cephalonia. • Answers might explain how the Spanish intervened in North Africa to secure bases there throughout the period. • Answers might argue that the Ottoman advance on Vienna was an indirect threat to Spanish interests which explains Charles' relief of the city (1532). • Answers might discuss the activities of Barbarossa in the Mediterranean. 		
2 (b)*	<p>How important was the marriage of Isabella and Ferdinand to their success as rulers of Castile and Aragon?</p> <ul style="list-style-type: none"> • In arguing that the marriage was important to their success, answers might argue that it combined the strengths of Castile and Aragon and the power of each ruler. • Answers might argue that neither kingdom had cause to fear the other and allowed them to be less insular. • Answers might argue that both partners were competent rulers who worked together. • Answers might argue that domestic and foreign policy 	20	<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 and above, there will be judgements as to the relative importance of the conciliar system to other factors. • At higher levels, candidates might establish criteria against which to judge the main reason for stability. • To be valid judgements, claims must be supported by relevant and accurate material. If

	<p>was coordinated in the interests of both Castile and Aragon.</p> <ul style="list-style-type: none"> • Answers might argue that Ferdinand's qualities as a military leader were complemented by Isabella's skills as a politician. • Answers might argue that the marriage produced heirs which cemented the position of Ferdinand and Isabella on their thrones and were useful in forging treaties abroad. • In arguing that other factors were important, answers might explain that victory in the civil war of 1474-79 was crucial to their success. • Answers might argue that the conquest of Granada secured their positions. • Answers might stress the restoration of law and order as key to their success. • Answers might argue that the support of the nobility was important in their success. • Answers might discuss the importance of the Church. • Answers might argue that the improvement of the royal finances was an important factor. • Answers might argue that the consequences of the death of Isabella in 1504 served to illustrate the importance of the marriage to the success of Ferdinand and Isabella as rulers. 		<p>not, they are assertions.</p> <ul style="list-style-type: none"> • Knowledge must not be credited in isolation; it should only be credited where it is used to analyse and evaluate the sources, in line with descriptions in the levels mark scheme.
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