



Oxford Cambridge and RSA

**GCE**

**History A**

**Y206/01: Non-British period study: Spain 1469-1556**

A Level

**Mark Scheme for June 2022**

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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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**MARKING INSTRUCTIONS****PREPARATION FOR MARKING  
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

**5. Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

### **Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

### **Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

### **Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

### **Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:


- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response: Not applicable in F501
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. Annotations

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

## Subject Specific Marking Instructions

## Mark Scheme

Question	Answer	Marks	Guidance
1 (a)	<p><b>Which of the following benefitted most from the Inquisition?</b></p> <p>(i) The Crown (ii) The Church</p> <p><b>Explain your answer with reference to both (i) <u>and</u> (ii).</b></p> <p><b>In dealing with the Crown,</b></p> <ul style="list-style-type: none"> <li>• Answers might explain that the Inquisition was an agent of unity as the only institution common to Castile and Aragon.</li> <li>• Answers might discuss how it helped centralise power at the expense of local autonomy.</li> <li>• Answers might argue that some financial gain was made from the confiscation of lands from those found guilty by the Inquisition.</li> <li>• Answers might argue that the fear generated by the actions of the Inquisition served to strengthen the authority of the Crown.</li> <li>• Answers might argue that the loyalty of the Catholic Church to the Crown was ensured.</li> </ul> <p><b>In dealing with the Church,</b></p> <ul style="list-style-type: none"> <li>• Answers might explain that the problem of conversos and moriscos within the church was checked.</li> <li>• Answers might discuss how the Inquisition supported the Church in establishing its authority in Granada after 1492.</li> <li>• Answers might discuss how the Inquisition reinforced Church teaching about behaviour in everyday life.</li> </ul>	10	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to the question.</li> <li>• 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.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• Answers might discuss the role of Cisneros as Inquisitor-General (1507-17).</li> <li>• Answers might argue that the Church gained from the fact that the Inquisition was answerable to the Crown.</li> </ul>		
1 (b)*	<p><b>How successfully did Isabella and Ferdinand manage finances in the period from 1479 to 1516?</b></p> <p><b>In arguing that financial policies were successful,</b></p> <ul style="list-style-type: none"> <li>• Answers might explain that income from ordinary taxes doubled.</li> <li>• Answers might explain that income from extraordinary taxes also doubled.</li> <li>• Answers might explain that the collection of taxes was more efficient, for example, at customs.</li> <li>• Answers might discuss the reforms in the administration of finances including improved record keeping and the audit of tax farmers' accounts.</li> <li>• Answers might argue that the ability of Spain to fund wars in Italy and Granada indicate some financial strength.</li> </ul> <p><b>In arguing that the success of financial policies was limited,</b></p> <ul style="list-style-type: none"> <li>• Answers might argue that the tax system was regressive with the Church and nobility exempt from paying taxes.</li> <li>• Answers might discuss the extent of corruption and fraud.</li> <li>• Answers might explain that expenditure rose, not least on the wars in Italy and Granada and ambassadors abroad.</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on 'How successful?' but at Level 4 may simply list factors.</li> <li>• At Level 5 and above, there will be judgements as to the relative success of specific policies.</li> <li>• At higher levels, candidates might establish criteria against which to judge the success of financial policies.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• 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.</li> </ul>



	<ul style="list-style-type: none"> <li>Answers might explain that the Crown became increasingly reliant on loans from the nobility and the Mesta.</li> <li>Answers might explain that interest payments on juros (government bonds) increased to consume 33% of ordinary income.</li> </ul>		
2 (a)	<p><b>Which of the following was of greater importance in the rule of Castile during the reign of Isabella and Ferdinand?</b></p> <p>(i) The Corregidores (ii) The nobility</p> <p><b>Explain your answer with reference to both (i) <u>and</u> (ii).</b></p> <p style="text-align: center;"><b>In dealing with the Corregidores,</b></p> <ul style="list-style-type: none"> <li>Answers might explain their role and function.</li> <li>Answers might discuss the expansion in the number of them in the reign.</li> <li>Answers might explain the response of towns to them.</li> <li>Answers might discuss the limitations of their authority, for example, their tenure of office was only two years.</li> <li>Answers might discuss the rights of the corregidores to appoint regidores.</li> <li>Answers might discuss the effect of the death of Isabella.</li> </ul> <p><b>In dealing with the Nobility,</b></p> <ul style="list-style-type: none"> <li>Answers might explain that the nobility owned 90% of Castile and controlled large private armies, so Isabella and Ferdinand needed their support.</li> <li>Answers might explain that the nobility were exempt from taxation.</li> </ul>	10	<p>The indicative content lists features of the period studied that relate to the question set. <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>No set answer is expected.</li> <li>Judgement must be supported by relevant and accurate material.</li> <li>Only credit material relevant to the question.</li> <li>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.</li> <li>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.</li> </ul>

	<ul style="list-style-type: none"> <li>• Answers might consider that they were appointed to the highest political and administrative offices.</li> <li>• Answers might explain that they controlled regional politics.</li> <li>• Answers might explain that despite the efforts of Isabella and Ferdinand many still kept their castles and retainers so defied royal authority.</li> <li>• Answers might argue that Isabella and Ferdinand made concessions to the nobility, such as allowing them to assess and collect their own <i>alcabala</i>.</li> </ul>		
2 (b)*	<p><b>To what extent was the Catholic Church in Spain strengthened during the reign of Charles I?</b></p> <p><b>In arguing that the Church was strengthened,</b></p> <ul style="list-style-type: none"> <li>• Answers might argue that many outstanding spiritual leaders emerged from the University of Alcalá.</li> <li>• Answers might discuss the publication of the Polyglot Bible in 1522.</li> <li>• Answers might argue that heresy was contained: Illuminists and Erasmists were persecuted.</li> <li>• Answers might discuss the crackdown on Moriscos in Granada.</li> <li>• Answers might argue that the power of the Church was extended by the development of empire in the Americas.</li> <li>• Answers might discuss the contribution of individuals such as John of Avila.</li> </ul> <p><b>In arguing that there were limits,</b></p> <ul style="list-style-type: none"> <li>• Answers might explain that the Church was obliged to pay more in taxes to the Crown.</li> <li>• Answers might discuss the awkward relations between Charles and the Papacy.</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on ‘to what extent’ but at Level 4 may simply list points.</li> <li>• At Level 5 and above, there will be judgements as to the strength of the Church.</li> <li>• At higher levels, candidates might establish criteria against which to judge the strength of the Church.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation; it should only be credited where it is used to analyse and evaluate the</li> </ul>

	<ul style="list-style-type: none"><li>• Answers might argue that little progress was made in improving the quality of the priesthood.</li><li>• Answers might argue that abuses such, as absenteeism, weakened the Church.</li><li>• Answers might argue that the power of the Crown over the Church increased in terms of appointments and control of the Inquisition.</li></ul>		sources, in line with descriptions in the levels mark scheme.
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APPENDIX 1 – this contains a generic mark scheme grid

	<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>
	<b>Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>
<b>Level 6</b> 9–10 marks	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.
<b>Level 5</b> 7–8 marks	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.
<b>Level 4</b> 5–6 marks	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.
<b>Level 3</b> 3–4 marks	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.
<b>Level 2</b> 2 marks	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.
<b>Level 1</b> 1 mark	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.
0 marks	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>
	<b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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.

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