

GCE

History A

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

A Level

Mark Scheme for June 2024

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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 RM ASSESSOR

- Make sure that you have accessed and completed the relevant training packages for on-screen marking: RM Assessor 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 RM Assessor 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 RM Assessor 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 RM Assessor 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 RM Assessor **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 RM Assessor 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:
 - 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
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
Р	Provenance
SC	Simple comment
3	Unclear
V	View

Annotation	Meaning
5	Synthesis
Е	Continuity/Change

Which of the following was impacted more by the (a) 10 The indicative content lists features of the period **New World?** studied that relate to the question set. Neither significance nor relative importance are Spanish agriculture attributed to the features listed. **Spanish industry** (ii) The indicative content is intended to reflect the knowledge and understanding a candidate is likely to In arguing that the New World had the greater analyse and evaluate in order to arrive at a judgement impact on (i), answers might consider it encouraged in line with the question set. export of grain in from Andalusia, but only in years of plenty as most time Spain had to import grain No set answer is expected Judgement must be supported by relevant and • Answers might consider the threat to the accurate material. Spanish wine industry as New World wines were Only credit material relevant to question. cheaper so restrictions were imposed. • Answers may deal with each factor in turn, then • Answers might consider the threat to the compare them to reach a judgement, or take a olive-oil industry from Peru so restrictions were continually comparative approach. Either approach imposed. is acceptable. • Answers might consider that Andalusia • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis exported produce through Seville, but limited as for analysis and evaluation, in line with descriptions lack of surplus in Spain, so unable to take in the levels mark scheme. advantage of new markets In arguing that the New World had the greater impact on (ii), answers might consider that the Textile industries expanded especially cloth in Segovia and Toledo and silk in Granada, but were soon challenged by colonial manufactures. • Answers might consider that access to raw materials, stimuls for industrial development. • Answers might consider how new industries emerged such as sugar refining and tobacco processing. • Answers might consider that it encouraged the growth of the shipping industry

Answers might consider it fresh markets for Spanish mindustry unable to take advantage.	initially provided anufacturers, but ntage	

Question	Answer	Mark	Guidance
1 (b)*	How effective were the policies of Isabella and Ferdinand towards the Moriscos and Conversos? In arguing that they were effective, answers might consider relations with Morisco's were better in Aragon under Ferdinand • Tendilla and Talavera maintained reasonable relations in Granada in the early years after its conquest • The established policy of Convivencia continued to promote good relations • The persecution of suspected heretics and traitors was necessary and effective in the view of Isabella • Revolts in the early period were associated with those resisting conversion but not by the already converted Moriscos • Conversos were severely persecuted by the Inquisition • Inquisitions were established to investigate secret judaisers • The Inquistion may have seen the deaths of several thousand between 1480 and 1492 • Jews were segregated into ghettos • Policy of persuading conversion of mudejars appeared to work • When threatened with expulsion from Castile most mujedars converted • Ferdinand did not expel mujderas and this was effective as many were craftsmen and farmers In arguing that they were not effective, answers might consider relations were worse in Castille under	20	The indicative content lists features of the period studied that relate to the question set. Neither significance nor relative importance are attributed to the features listed. 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. No set answer is expected. At higher levels candidates will focus on the main reason but at Level 4 may simply list reasons At Level 5 there will be judgement as to which is the main reason At higher levels candidates might establish criteria against which to judge the importance of the reasons 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.

Question	Answer	Mark	Guidance
	 Relations deteriorated after Cisneros became Primate The policy of Reconquista made relations much worse That the subsequent history of rebellion shows how ineffective the Catholic monarchs were in building good relations in this period Relations deteriorated because of the failure to suppress the growth of anti-semitism. Not all towns welcomed the Inquisition Although Jews were ordered to emigate after 1492 not all did, perhaps 50% returned as conversos who were not seen as true converts, making the problem of heresy worse The policy of Convivencia was ended 		

	Question	Answer	Mark	Guidance
2	Which of the following was the greater challenge to the development of the Spanish economy during the reign of Ferdinand and Isabella? (i) Agricultural problems (ii) Customs barriers	The indicative content lists features of the period studied that relate to the question set. Neither significance nor relative importance are attributed to the features listed. 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.		
		In arguing that agricultural problems were the greater challenge, answers might consider much of the land contained poor soil and unreliable supplies of water • Answers might consider farming methods were often primitive and there was little fertile land • Answers might consider sheep and the Mesta dominated the rural economy • Answers might consider sheep farmers had significant privileges • Answers might consider agriculture was unable to meet the needs of an expanding market and growing population In arguing that customs barriers were the greater challenge, answers might consider tolls were levied to maintain roads, but nobles often pocketed them		 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.

Question	Answer	Mark	Guidance
	 Answers might consider custom barriers raised the cost of goods Answers might consider merchants had to pay tolls when they entered or left the kingdom Answers might consider there was a lack of economic co-operation between the kingdoms, this reduced trade Answers might consider royal customs officials operated at each internal frontier and maritime ports 		

	Mark	Guidance
In arguing that his rule was secure, answers might consider the way the division of his lands between Philip and Ferdinand was accepted without strife. How Philip had been Regent since 1543 and was experienced in government. The limited opposition of the nobility to the Crown. The strength of the Catholic Church in Spain. The relative economic prosperity of the time, in part because of Empire. In arguing that his rule was not secure, answers might consider the financial weakness of the state and its imminent bankruptcy, making it beholden to bankers. The continued discontent of the Moriscos which was to linger long into Philip's reign. The disparate nature of the Spanish lands (Netherlands, Italy, Americas). The threat from France with which Spain was at war in 1556. The social discontent of the peasantry, burdened by heavy taxation. The Inquisition - internal resentment and the negative impact of the intellectual isolation of Spain.	20	The indicative content lists features of the period studied that relate to the question set. Neither significance nor relative importance are attributed to the features listed. 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. No set answer is expected. At higher levels candidates will focus on assessing significance but at Level 4 may simply list events At Level 5 there will be judgement as to the degree of significance At higher levels candidates might establish criteria against which to judge significance. 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.

APPENDIX 1 - this contains a generic mark scheme grid

	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 for Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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.

	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 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.

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