



A-level HISTORY 7042/1B

Component 1B Spain in the Age of Discovery, 1469–1598

Mark scheme

June 2025

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

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Supporting Marking Guidance

A separate Supporting Marking Guidance document has been created for use in this series and any future series.

It has been written by the senior examining team. It applies to all A-level History options. The purpose of the guidance is to clarify key aspects of the mark scheme and further ensure consistency of approach across all options. The guidance does not reflect a change in the standard applied, but clarification and amplification of the standard. We hope that the guidance document will aid you in your understanding of how the standard should be applied and deepen your understanding of how the key aspects of the mark scheme work. The Supporting Marking Guidance should always be used in conjunction with the mark scheme, and any relevant examiner standardising and teacher training material.

Examiners can find the Supporting Marking Guidance on the associate extranet.

Teachers can find the Supporting Marking Guidance alongside the current mark scheme on Centre Services on results day. It will also be published with any future assessment materials on the public website.

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity, you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level, you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

- 0 1** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to Spain's economy during the reigns of Isabella and Ferdinand in the years 1474 to 1516.

[30 marks]*Target: AO3*

Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Generic Mark Scheme

- L5:** Shows a very good understanding of the interpretations put forward in all three extracts and combines this with a strong awareness of the historical context to analyse and evaluate the interpretations given in the extracts. Evaluation of the arguments will be well-supported and convincing. The response demonstrates a very good understanding of context. **25–30**
- L4:** Shows a good understanding of the interpretations given in all three extracts and combines this with knowledge of the historical context to analyse and evaluate the interpretations given in the extracts. The evaluation of the arguments will be mostly well-supported, and convincing, but may have minor limitations of depth and breadth. The response demonstrates a good understanding of context. **19–24**
- L3:** Provides some supported comment on the interpretations given in all three extracts and comments on the strength of these arguments in relation to their historical context. There is some analysis and evaluation but there may be an imbalance in the degree and depth of comments offered on the strength of the arguments. The response demonstrates an understanding of context. **13–18**
- L2:** Provides some accurate comment on the interpretations given in at least two of the extracts, with reference to the historical context. The answer may contain some analysis, but there is little, if any, evaluation. Some of the comments on the strength of the arguments may contain some generalisation, inaccuracy or irrelevance. The response demonstrates some understanding of context. **7–12**
- L1:** **Either** shows an accurate understanding of the interpretation given in one extract only **or** addresses two/three extracts, but in a generalist way, showing limited accurate understanding of the arguments they contain, although there may be some general awareness of the historical context. Any comments on the strength of the arguments are likely to be generalist and contain some inaccuracy and/or irrelevance. The response demonstrates limited understanding of context. **1–6**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate and challenge the interpretations/arguments/views.

In their identification of the argument in Extract A, students may refer to the following:

- Crown policies negatively impacted the economy by causing the decline of some traditional industries in this period
- cloth industries were most severely affected as a result of the persecution of religious minorities by the government
- a focus on promoting exports, rather than growing domestic wool production, stunted growth in this area
- insufficient Crown focus on supporting and growing traditional Spanish industries caused economic problems for Spain.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- by 1507, Spain was in economic decline, experiencing problems with the wool trade, wine, shipbuilding, ceramics, lead, copper and iron mining
- Crown policies can be seen to have stunted economic growth. Alongside the impacts identified in the extract, there was a need to import wheat by the early sixteenth century due to the focus on sheep rather than crop farming. This caused food shortages and rising food prices after 1504 and damaged local agriculture through changes to laws regarding common land
- the negative economic impact of the expulsion of the *conversos* can be seen in the Crown's lucrative offer of 10-year tax exemptions for foreign workers in 1484. The silk industry did go into decline after the Conquest of Granada, with economic crisis in the region resulting from prolonged warfare along with the massive loss of skilled workers and artisans. The expulsion of Jewish citizens also negatively impacted Spain's economy
- however, the extract could be seen to overstate the extent of the negative economic changes resulting from Crown policies. The silk industry continued to function reasonably well throughout the sixteenth century, being supported by *Moriscos* who still lived in Spain in considerable numbers. The wool trade grew in this period as a result of Crown policies encouraging this.

In their identification of the argument in Extract B, students may refer to the following:

- tighter Crown control over the wool and sheep industries increased the revenue generated by this important commodity
- trade and commerce, especially in activities relating to wool and sheep farming, were encouraged by Ferdinand and Isabella and were an important source of Crown revenue and Spanish economic growth in this period
- wool production was the most significant area of Spanish commerce and was an important source of revenue through duties on exports as well as cloth manufacturing within Spain
- despite the positive economic impact of the changes to wool production, overall imports remained higher than exports.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- wool was the most significant Spanish export in this period but the silk trade was also lucrative. Sardinia and Sicily could only import cloth from Catalonia; there was also Spanish trade with Italy, Africa, Egypt and Rhodes, and America. There was also a good export trade in grain, and exports to the New World, especially of grain which generated much wealth for Spain
- the promotion of the *Mesta* by the Crown led to the organisation dominating trade and commerce in much of Castile, demonstrating the significance of this policy for economic changes in this period
- the positive perception of the impact of Crown policies for the wool trade can be challenged. Most Spanish wool was exported for foreign manufacture, which hindered economic growth within Spain. New tolls and taxes also hindered Spanish commercial expansion. Customs duties hindered trade between Castile and Aragon, although there were measures to encourage freer trade after 1500 and 1505
- such problems, coupled with rising prices that were exacerbated by Crown measures to preserve common land for sheep farming, meant that by 1507 Spain was in economic decline. The promotion of pastoral over arable farming led to wheat shortages which left Spain reliant on imports.

In their identification of the argument in Extract C, students may refer to the following:

- Spain's Atlantic empire, especially the New World, was an important source of Spanish wealth, enhancing the Spanish economy in this period
- the New World was a source of gold and other precious metals, and these, along with pearls and sugar-cane from the Canary Islands, were shipped to Spain throughout the period. The Spanish economy also benefited from trading crops grown on the plentiful farmland available in the New World
- slave labour increased the opportunity to make substantial profits from these new territories, despite some Crown intervention to restrict such practices
- the cost of funding exploration limited the extent to which New World riches enhanced government wealth.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- precious metals and other goods that Spain acquired from its Atlantic empire included gold, silver, sugar, potatoes and maize. Total imports more than trebled between 1503–1515. Trading these goods was an important economic activity within Spain. The increased trade required the establishment of a new body set up in Seville to oversee and control trade. Taxes on imports and exports ensured that the Crown benefited financially from this increased trade as well as the influx of precious metals
- there was plentiful land available in the New World, enabling many Spaniards to settle there, sending money home which boosted Spain's economy. The *encomienda* system, under which native Americans were allocated to settlers to work in exchange for protection, actually virtually enslaved them, increasing profits for the Spanish settlers
- however, the influx of precious metals and goods led to inflation and price rises towards the end of the century with Spain's economy being in decline by the early sixteenth century
- migration to the New World led to labour shortages in some parts of Spain, reducing production and economic viability in these areas and increasing prices.

Section B

- 0 2** 'Spanish actions in the New World were influenced more by religious motives than desire for economic gain during the reign of King Charles.'

Assess the validity of the view.

[25 marks]

Target: 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

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16–20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6–10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1–5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that Spanish actions in the New World were influenced more by religious motives than desire for economic gain during the reign of King Charles might include:

- many priests, monks and missionaries went to the New World with the aim of converting the indigenous population to Catholicism
- there is evidence of Catholic missions having significant impact throughout the period: by 1531, over a million Mexicans had been baptised. By the 1540s there were hundreds of friars working in New Spain, overseeing a significant church-building programme
- the work of some individuals throughout the 1520s and 1530s had particular impact and clear religious motivation: for example, Juan de Zumarraga worked with Aztecs to train native American clergy and to translate the Bible into several indigenous languages; De Las Casas wrote prolifically about the Christianising mission and the evidence of exploitation of natives by *conquistadores*
- the publication of the New Laws by Charles in 1542 was an attempt to prevent economic exploitation of native Americans, suggesting that he had a desire to work with the native population as equals in a Christianising mission, at least to an extent.

Arguments challenging the view that Spanish actions in the New World were influenced more by religious motives than desire for economic gain during the reign of King Charles might include:

- individual *conquistadores* expressed a desire for personal financial gain through their expeditions, and many Spaniards returned to Spain as wealthy men. Cortes expressed the desire for gold as a key reason for his 1519 expedition to Mexico
- the *encomienda* system rewarded individual *conquistadores* with land, status and indigenous labour
- there were open disputes and conflicts of interest between some missionaries, *conquistadores*, and secular authorities in the New World
- the exploitation of New World resources can be seen to outweigh religious influences. Indigenous people were exploited in the many mines that were established, or in farming the fertile lands
- huge amounts of New World gold and silver funded European war efforts suggesting economic rather than religious motivation.

The desire to spread Catholicism was significant in influencing Spanish actions in the New World and the continuing presence and influence of missionaries ensured that it remained a dominant theme throughout the period. However, some individuals were not overly concerned with this mission and behaved in ways that caused them to come into conflict with Catholic missionaries, due to an emphasis on acquiring wealth and power that led to indigenous people being mistreated. The extent to which the desire to spread Catholicism can be seen as more influential than economic gain in motivating Spanish actions in the New World perhaps depends on the perspective through which this is viewed.

- 0 3** To what extent did opposition within Spain weaken Philip II's royal authority in the years 1556 to 1598?

[25 marks]

Target: 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

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16–20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6–10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1–5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that opposition within Spain weakened Philip II's royal authority in the years 1556 to 1598 might include:

- the substantial numbers of *Moriscos* in Spain meant that the *Morisco* opposition had the potential to pose a real threat to Phillip's political security. This is shown in the rapid growth of *Morisco* revolt between 1569 and 1570. The links between *Moriscos* and Barbary corsairs, who were involved in smuggling weapons and ammunition into Granada increased the potential threat
- there was a real fear in government of civil war breaking out in the late 1560s and the 1580s. The *Morisco* rebels' stronghold in the Alpujarra Mountains, coupled with the impossibility of monitoring the length of the southern and eastern coasts, made the revolt hard to suppress, taking two years. Unrest in Aragon prior to the 1591 revolt, with growing lawlessness from 1578, stoked renewed fears of civil war in the 1580s
- the timing of both the *Morisco* revolt and the Aragonese revolt increased the challenge posed to Philip's rule. The *Morisco* revolt coincided with unrest in the Netherlands, leaving Spanish defence under-resourced. The Aragonese revolt coincided with unrest in Castile, and the expensive military response had financial implications, as well as pulling military resources from the Netherlands and France
- the significant political challenge posed by opposition in the Aragonese revolt can be seen in the government response to this with the creation of a Council of War in 1590 and the sending of 14 000 soldiers and 3000 cavalry from Castile in 1591
- there were tensions between factions at court, for example, those that supported Don Carlos, which weakened Philip's authority.

Arguments challenging the view that opposition within Spain weakened Philip II's royal authority in the years 1556 to 1598 might include:

- *Morisco* rebels in the mountains failed to attract widespread support from *Moriscos* in Aragon, Valencia or wealthier *Moriscos* living in Granada. *Morisco* forces were weakened by internal factions and divisions. There was also little support from North African Muslims and Ottomans. This limited the real challenge to Philip II's rule that was posed by this source of opposition
- despite growing lawlessness throughout Aragon, the revolt of the early 1590s was limited mainly to Zaragoza, with its limited spread reducing the threat posed to Philip's political security
- the *Morisco* revolt was suppressed by October 1570, less than two years after its outbreak. There was a swift legislative response to limit the threat posed by the sizable *Morisco* minority and there were no further outbreaks of *Morisco* unrest in Granada or elsewhere in Spain throughout this period
- similarly, a swift and effective military response quickly suppressed the Aragonese revolt with repressive measures also limiting potential future danger. After Philip visited Aragon in 1592 he enforced a strengthened Inquisition in Aragon
- the factions never seriously weakened Philip's rule, especially after the death of Don Carlos in 1568.

Although there were concerns expressed in government about the possibility of civil war on several occasions during this period, the limited spread of and support for revolts suggests that these concerns were perhaps overstated. Both *Morisco* and Aragonese unrest was dealt with relatively swiftly and harshly, and although such military responses can be seen to have potentially weakened Philip II's position in conflicts abroad, his authority within Spain does not appear to have been seriously weakened by internal opposition in this period.

0 4 How successfully did Spain manage its relations with England in the years 1556 to 1598?

[25 marks]

Target: 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

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16–20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6–10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1–5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that Spain was successful in managing its relations with England in the years 1556 to 1598 might include:

- at first, relations were successful, for example, the marriage with Mary and peaceful trade relations continued into the 1560s
- despite the start of the privateering, Spanish retaliation against English privateers was swift and effective. For example, the Duke of Alba retaliated against English treasure raids in 1568 by seizing English subjects' goods in the Netherlands and Spain. English fleets were held in the bays of Biscay and Andalusia
- Spain took further action to reduce privateer raids and slow the escalation of conflict through negotiations such as the 1573 Convention of Nijmegen concluded by the Duke of Alba, which restored trade between England and the Netherlands, and contained a mutual agreement to prevent property seizures (piracy). Such terms were in Spain's best interests
- despite the failure of the 1588 Armada, Spain continued to control the Atlantic crossing to the West Indies and the Americas, and New World riches continued to be shipped to Spain throughout the period regardless of English attempts to disrupt this. These sustained Spanish wealth and influence in European politics
- following the failure of the Armada in 1588, the Spanish fleet was quickly restored, no territory was lost and Spain felt able to attack England again in the 1590s, demonstrating that any Spanish diplomatic weakness resulting from the failed invasion attempt was only temporary and short term.

Arguments challenging the view that Spain was successful in managing its relations with England in the years 1556 to 1598 might include:

- the need to fortify towns in the West Indies to resist English privateer raids added to the costs of empire and Philip's financial problems. Despite Spanish efforts to prevent piracy, there were numerous successful English privateer seizures from Spanish treasure fleets and raids on Spanish Caribbean territories. Hawkins' and Drake's privateering expeditions disrupted Spanish commerce
- Spain was unable to prevent English intervention in the Netherlands, and this prolonged the conflict there. The 1585 Treaty of Nonsuch gave official English financial and military support to Dutch Calvinists, which proved vitally important to sustaining the Dutch revolt when it had been on point of collapse
- the end of formal diplomatic relations between England and Spain came in 1584 with the expulsion of the Spanish ambassador and the accusation of Spanish involvement in plots against Elizabeth I. The expulsion of the ambassador and England's decision to cut diplomatic ties weakened Spanish influence in England
- as well as representing a humiliating defeat, the failure of the Armada in 1588 required the rebuilding of the Spanish navy. Spain lost over 60 ships and 9000 men at a massive financial cost. The failed attack created a threat to Spanish naval dominance.

Although English privateering and interference in the Low Countries represented a significant diplomatic problem for Spain throughout this period, it is untrue to say that Spain was consistently unsuccessful in its efforts to manage relations with England. Actions led by the Duke of Alba in the late 1560s and early 1570s reduced the negative impacts of privateering for Spain. Despite this, and humiliating failures such as the 1588 Armada, Spain continued to dominate the Atlantic Crossing and West Indies, with the resulting influx of treasure ships sustaining its military efforts on the European stage and enabling the quick rebuilding of its navy ready for further attempted attacks on England.