

GCE

History A

Y208/01: Non-British period study: Philip II 1556-1598

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
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

12. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p>Which of the following had the greater impact upon the religious condition of Spain during the period from 1556 to 1598?</p> <p>(i) Philip II's personal religion (ii) Philip II's relations with the Papacy</p> <p>Explain your answer with reference to (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with Philip's personal religion answers might consider Philip's personal commitment to reform of the Church in Spain. • Answers might consider how his personal religion contributed to the persecution of Moors, Jews and protestants in Spain. • Answers might consider the isolation of Spanish intellectual culture from theological and other developments elsewhere as a consequence of Philip's personal religiosity. • In dealing with Philip II's relations with the papacy answers might consider Philip's frequent conflicts with the Papacy (notably the Carranza affair). • Answers might consider Philip's support for the Council of Trent and reform processes and his energetic promotion of the Tridentine Decrees. • Answers might consider Philip's insistence on personally leading the reform of the Church in Spain rather than being led by the Pope. • Answers might consider Philip's insistence on maintaining full control of the Spanish Inquisition. 	10	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • 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
1	(b)*	<p>To what extent was the economic and strategic position of the northern provinces responsible for Philip II's failure to crush the revolt in the Netherlands?</p> <ul style="list-style-type: none"> • In arguing that the economic and strategic position of northern provinces was responsible for Philip II's failure to crush the revolt in the Netherlands, answers might consider the geographical and logistical difficulties of providing ships and supplying his armies in the Netherlands with troops, exacerbated by English interventions at sea and Dutch naval domination of the North Sea. • Answers might consider the strength of the northern provinces' economy, Amsterdam having replaced Antwerp as the financial hub of Europe. • Answers might consider the role of the Twentieth and Tenth Penny taxes in further revolt in 1572. • Answers might consider the economic challenge for a bankrupt Spanish crown trying to deal with the revolt. • Answers might consider the significance of the well supplied Dutch forces under Nassau, in contrast with the consequences of mutiny by unpaid Spanish troops. • Answers might consider the importance of Anglo-Dutch economic relations in England's intervention in the revolt. • Answers might consider topographical factors – notably the virtual impregnability of the northern provinces due to natural defences in the form of great river systems (Meuse and Rhine). 	20	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • No set answer is expected. • At higher levels candidates will focus on reasons for why Philip was unable to crush the revolt in the Netherlands but at Level 4 may simply list a range of factors. • At Level 5 there will be judgement as to relative importance of a range of factors. • At higher levels candidates might establish criteria against which to judge achievement. • 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
		<ul style="list-style-type: none"> • In arguing that other reasons were more significant, answers might consider the military genius of Maurice of Nassau and his domination of the northern provinces. • Answers might consider the assistance provided for the Dutch by England, France and Germany for religious and other reasons. • Answers might consider Philip's use of his limited military resources elsewhere (in confronting the Ottoman threat in the Mediterranean, in the attempted invasion of England, and against Henry IV in the French Wars of Religion). • Answers might consider how Philip II's personality and administration of the Netherlands had undermined Spanish relations with Dutch grandees and helped harden the resolve of those in revolt. • Answers might consider the leadership of William of Orange as a powerful and highly-regarded figurehead, as a highly capable statesman and diplomat on the international stage, and as a military commander. • Answers might consider the significance of the defeat of the Spanish Armada (1588) in limiting Spanish military resources. 		
2	(a)	<p>Which of the following was the more effective military commander in the Netherlands?</p> <p>(i) The Duke of Parma (ii) Maurice of Nassau</p> <p>Explain your answer with reference to (i) and (ii).</p>	10	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • In dealing with the Duke of Parma answers might consider his role in Spain's retention of the southern provinces in the Netherlands. • Answers might consider his diplomatic skill in securing the support of the Walloon nobility (Treaty of Arras, 1579). • Answers might consider his successes in the field such as his contribution to the victory at Gembloux in 1578, Spain's recovery of Antwerp, Bruges, Ghent and other cities by 1585. • Answers might consider how his effectiveness as a military commander was undermined by the problematic relationship he had with his Spanish commanders due to his being Italian, and Philip II's interventions that undermined his aim to recover the northern provinces. • In dealing with Maurice of Nassau answers might consider his careful management of his armed forces in maintaining supply chains and providing adequate pay and equipment. • Answers might consider his role in turning the Dutch army into the most advanced in Europe with fast-moving, small battalions of highly trained infantry men arranged in lines rather than squares. • Answers might consider his role in the development and application of artillery. • Answers might consider his contributions to the improvement of fortifications in the Netherlands. • Answers might consider his success in the field in securing Dutch control of the northern provinces by 1598. 		<p>evaluate in order to arrive at a judgement in line with the question set.</p> <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.

Question		Answer	Mark	Guidance
2	(b)*	<p>To what extent was provincialism the cause of revolt in Spain during the reign of Philip II?</p> <ul style="list-style-type: none"> • In arguing that provincialism was the cause of revolt, answers might consider the extent to which revolt was provoked by measures taken against the Moriscos of Granada for geo-political reasons and the clash of provincial and central interests and aspirations. • Answers might consider the geographical location of Granada as a peripheral and vulnerable (before Philip's building of new coastal forts) with close proximity to North Africa and a Morisco community suspected of links with Muslim corsairs from North Africa and Turks active in the western Mediterranean. • Answers might consider the extent to which provincialism and the defence of provincial privileges (against Castilian interference) contributed to revolt in Aragon. • Answers might consider the offence caused by the appointment of the Castilian Almenara as viceroy to the kingdom of Aragon. • In arguing that other reasons were significant, answers might consider social and economic factors such as unemployment, taxation and the failure of harvests. • Answers might consider religious factors such as the activities of the Inquisition and fear of the spread of Protestantism in Aragon. • Answers might consider the importance of the Perez case in Aragon. 	20	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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"> • No set answer is expected. • At higher levels candidates will focus on the causes of revolt in Spain but at Level 4 may simply list a range of factors. • At Level 5 there will be judgement as to the relative importance of different factors. • At higher levels candidates might establish criteria against which to judge achievement. • 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
			<ul style="list-style-type: none">• Answers might consider social factors such as Philip's purity of blood policy.• Answers might consider cultural factors and the issue of the observance and suppression of Moorish customs.		

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>
	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.

	<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.

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