

GCE

History A

Unit : Y208/01 Philip II 1556 - 1598

Advanced GCE

Mark Scheme for June 2017

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2017

These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

MARK SCHEME

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>Which of the following was a more serious foreign policy problem on Philip II's accession to the throne in 1556?</p> <p>(i) Relations with France (ii) Relations with the Ottoman Empire</p> <p>Explain your answer with reference to both (i) and (ii).</p> <p>In dealing with France, answers might consider the long-running Habsburg-Valois conflict with France which Philip inherited from his father Charles V, which threatened parts of his monarquia due to French territorial ambitions.</p> <ul style="list-style-type: none"> • Answers might consider the financial implications of the conflict for Spain, and the military resources consumed by it. • Answers might consider its impact on Philip's relations with other European powers, for example the Papacy. • Answers might, however, also note that the impact of the wars was equally detrimental to France and that Philip was able to negotiate a favourable peace treaty within only 3 years of taking the throne. <p>In dealing with the Ottoman Empire, answers might consider that this, again, was a long-running conflict inherited from Charles V, who had struggled to achieve a decisive victory, despite considerable financial cost and enormous military resources.</p> <ul style="list-style-type: none"> • Answers might consider the strength of the Ottoman Empire, and their capacity to continue the campaigns. • Answers might consider the strategic risk posed to Philip's Mediterranean possessions by the Ottomans and to Mediterranean trade and mainland Spain 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to 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.

			<p>from their allies the Barbary Corsairs.</p> <ul style="list-style-type: none">• Answers might also, however, consider the geographical distance of the Ottomans and the nature of the threat posed as being religious as much as strategic; they might also note the value of the Ottoman campaign in forging alliances with other European powers, for example through the Holy League.		
--	--	--	---	--	--

1	(b)*	<p>‘Philip’s religious policies had resulted in little change in the Spanish Church by 1598’’. How far do you agree?</p> <p>In arguing that Philip’s policies had resulted in little change,</p> <ul style="list-style-type: none"> • Answers might consider resistance and apathy within the Church to the Tridentine Decrees resulting in lack of change in some areas and a slow pace of change in others. • Answers might consider the limitations of measures such as the Inquisition and the Index designed to eliminate heterodoxy, for example the continued import into Spain of banned books. • Answers might consider the survival of ‘non-Christian’ practices in day-to-day life and worship, as evidenced by Inquisition records. • Answers might consider on-going issues with the quality and number of clergy, resulting in many vacant offices. <p>In arguing that change did result from Philip’s policies,</p> <ul style="list-style-type: none"> • Answers might consider the impact of the Tridentine Decrees in renewing and improving the Church, for example the introduction of new Bibles, Missals and Breviaries; the establishment of Seminaries; the reform of Bishops; new codes of conduct for the clergy; reforms of religious practice and of the church calendar. • Answers might consider cultural change within the Church, for example the promotion of learned and energetic reforming Bishops and the support for individuals who sought to raise standards in the religious orders. • Answers might consider the success of the 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘how far’, but at Level 4 may simply list the religious policies. • At Level 5 and above there will be judgement as to the extent of change. • At higher levels candidates might establish criteria against which to judge change. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
---	------	---	----	---

		<p>Inquisition in enforcing doctrinal uniformity, particularly within the religious establishment; the embedding of the Inquisition to a position of acceptance within the general population, with high levels of denunciations, and high levels of interest in the roles of familiars and comisarios.</p> <ul style="list-style-type: none">• Answers might consider evidence of improved levels of basic religious knowledge in many regions.• Answers might consider increased levels of monarchical authority and centralisation of Church government.• Answers might consider the elimination of the small number of Protestant cells that existed in Spain in 1556 and the far more rigorous enforcement of 'purity of blood' statutes to alienate conversos and moriscos within the Church.		
--	--	--	--	--

2	(a)	<p>Which of the following was a more serious threat to Philip II in his government of Spain? (i) The Revolt of the Moriscos (1568) (ii) The Revolt of Aragon (1590) Explain your answer with reference to both (i) and (ii).</p> <p>In dealing with the Revolt of the Moriscos answers might consider the perceived religious and cultural threat posed by the Moriscos as well as strategic concerns about their potential alliance with the Barbary Corsairs.</p> <ul style="list-style-type: none"> • Answers might consider the largely socio-economic causes of the revolt. • Answers might consider the relatively long duration of the revolt (3 years), and the large numbers of troops and financial resources required to suppress it. • Answers might consider the subsequent and relatively easy dispersal of the Morisco population and the long-term weakening of Granada as a consequence. <p>In dealing with the Revolt of Aragon answers might consider the political causes of the revolt, essentially a dispute over the extent of royal authority in the province.</p> <ul style="list-style-type: none"> • Answers might consider the fact that the revolt was instigated by the ruling elites. • Answers might consider the relatively short time it took to crush the revolt (one year) and the comparatively small number of troops required and Philip's success in subsequently strengthening royal authority in the province. • Answers might consider the contribution of the revolt and surrounding propaganda to the 'Black Legend'. <p>1. 2.</p>	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to 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.
---	-----	--	----	---

2.	(b)*	<p>How far was Philip's foreign policy against France a success?</p> <p>In arguing that Philip's foreign policy against France was a success,</p> <ul style="list-style-type: none"> • Answers might consider Philip's early success in negotiating the favourable Treaty of Cateau-Cambresis, which saw France recognise Spain's claims to Milan and Naples as well as strengthening a Spanish ally, the Duke of Savoy, and brought an end to a costly period of war. • Answers might consider the period of peace and cooperation which resulted from Philip's marriage to Elisabeth de Valois. • Answers might consider the importance of the Catholic League and Philip's actions against Henry of Navarre in addressing his religious foreign policy aims of suppressing heresy and bolstering Catholicism. • Answers might consider early successes against Henry of Navarre in the early 1590s. • Answers might consider the Treaty of Vervins, which reiterated the terms of the Treaty of Cateau-Cambresis, despite coming after a Spanish military defeat. <p>In arguing that Philip's foreign policy against France was not a success,</p> <ul style="list-style-type: none"> • Answers might consider the weakening of the Catholic League in France as a consequence of Spanish intervention, and the role that Spanish intervention played in unifying France against a common external enemy. • Answers might consider Philip's ultimate military defeat by Henry of Navarre, which was disastrous both strategically and for his reputation, resulting in 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on 'how far', but at Level 4 may simply list aspects of foreign policies. • At Level 5 and above there will be judgement as to the relative success. • At higher levels candidates might establish criteria against which to judge success. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
----	------	--	----	---

		<p>the inconclusive Treaty of Vervins.</p> <ul style="list-style-type: none">• Answers might consider the financial cost of Philip's prolonged intervention in France.• Answers might consider the intervention of France in the Dutch Revolt, despite its diplomatic and marriage links with Spain, and the impact that Spanish intervention in France had on prolonging the Dutch Revolt due to the dilution of military and financial resources.• Answers might consider the formation of the Triple Alliance, which left Spain militarily isolated against France, England and the United Provinces.• Answers might consider the contribution that Philip's foreign policy against France made to worsening relations with the Papacy, which had an impact on Philip's reputation and his religious policy at home.		
--	--	--	--	--

APPENDIX 1 – this contains the generic mark scheme grids.

	<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>
	3. Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
4. Level 6 9–10 marks	5. 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.
6. Level 5 7–8 marks	7. 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.
8. Level 4 5–6 marks	9. 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.
10. Level 3 3–4 marks	11. 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.
12. Level 2 2 marks	13. 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.
14. Level 1 1 mark	15. 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.
16. 0 marks	17. 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.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2017

