

**GCE**

**History A**

Unit **Y238/01**: Philip II 1556–1598

Advanced Subsidiary GCE **H105**

**Mark Scheme for June 2016**

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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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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

1. Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix
2. Here is the mark scheme for this question paper.

Question	Answer/Indicative content	Mark	Guidance
1*	<p><b>‘Essentially defensive.’ How far do you agree with this view of Philip’s foreign policy 1556-1598?</b></p> <p><b>In arguing Philip’s foreign policy was defensive,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> Philip’s defensive maritime strategies in the Mediterranean and Atlantic.</li> <li>• <b>Answers might consider</b> Philip’s focus on containing Islam in the Mediterranean and the prioritisation of repelling Ottoman advances.</li> <li>• <b>Answers might consider</b> Philip’s focus on avoiding conflict through peaceful diplomacy and ‘matrimonial imperialism’.</li> <li>• <b>Answers might consider</b> the influence of Philip’s inheritance and growing number of internal problems on foreign policy, for example the importance of the Dutch Revolt in diverting resources away from offensive foreign policies.</li> <li>• <b>Answers might consider</b> defensive policies with France, such as the Treaty of Cateau-Cambrésis, the Catholic League and the Treaty of Vervins.</li> </ul> <p><b>In arguing that Philip’s foreign policy was not defensive,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> Philip’s offensive actions against France, such as St Quentin, and continued intervention in French affairs.</li> <li>• <b>Answers might consider</b> the Armada against England in 1588.</li> <li>• <b>Answers might consider</b> the arguably offensive nature of religiously inspired foreign policy by Philip in his role as ‘Catholic King’ and ‘King of Jerusalem’.</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At Level 5 there will be judgement as to the relative importance of the reasons.</li> <li>• At higher levels, answers might establish criteria against which to judge the relative importance of the reasons.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p><b>Answers might consider</b> imperial expansion in Pacific (Philippines 1565), and the Americas, achieved largely through offensive military conquest.</p>		
2*	<p><b>To what extent were financial difficulties to blame for Spain's failure to crush the Revolt of the Netherlands by 1598?</b></p> <p><b>In arguing that the financial difficulties were to blame,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> Philip's financial inheritance, economic problems and the stretch placed on the Crown's finances by his foreign policy, of which the Netherlands only formed part.</li> <li>• <b>Answers might consider</b> the burden of taxation placed by Philip on the Dutch after the first Revolt, which further alienated them from Spain and strengthened resistance.</li> <li>• <b>Answers might consider</b> the limited resources available to the governors of the Netherlands to fund their large armies.</li> <li>• <b>Answers might consider</b> royal bankruptcies, such as that of 1596, which left troops unpaid and disrupted planned military strategies.</li> </ul> <p><b>In arguing that other factors were more important,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the military and maritime strategy of the Dutch rebels.</li> <li>• <b>Answers might consider</b> geographical factors and differences between the North and South of the Netherlands.</li> <li>• <b>Answers might consider</b> the importance of foreign aid; the roles of England and France.</li> <li>• <b>Answers might consider</b> the leadership of William of Orange and Maurice of Nassau; other key individuals such as Oldenbarneveldt; the</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At Level 5 there will be judgement as to the extent that financial difficulties were to blame.</li> <li>• At higher levels, answers might establish criteria against which to judge the relative importance financial difficulties compared with other factors.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p>importance of Dutch cohesion and determination.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> heavy-handed 'terror' tactics on the part of Spain, and the 'Spanish Fury', which increased opposition to the Spanish Crown and increased support for the rebels.</li> <li>• <b>Answers might consider</b> Philip's own absence and miscalculations.</li> <li>• <b>Answers might consider</b> Spain's over- stretched imperial and foreign policy.</li> <li>• <b>Answers might consider</b> the role of religion in stiffening both Philip's attitudes rebel resistance and stimulating foreign aid.</li> </ul>		
3	<p><b>'The Inquisition: a bench of monks, diving into the secrets of every fireside, judging and executing its horrible decrees and practising torture without responsibility.'</b></p> <p><b>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</b></p> <p>The historical debate about the Inquisition centres on the organisation, aims and impact of the Inquisition, namely whether the extremely negative, traditional view of the Inquisition, focused on torture, burnings etc. is accurate, and whether a view of the Inquisition as highly pervasive in Spanish society is in fact correct.</p> <p><b>In analysing and evaluating the strengths and weaknesses of the interpretation, answers might consider</b></p> <ul style="list-style-type: none"> <li>• that the interpretation presents an extremely negative view of the Inquisition, which may have been influenced by the 'Black Legend' of Philip II.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation.</li> <li>• Candidates must refer to at least one other interpretation.</li> <li>• The quality of analysis and the evaluation of the interpretation should be considered when assigning answers to a Level, not the quantity of other interpretations included in the answer.</li> <li>• Other interpretations considered as part of evaluation and analysis of the given interpretation do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate's own viewpoint.</li> </ul>

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	<ul style="list-style-type: none"> <li>• its focus on ‘horrible decrees’ and torture, rather than other forms of punishment</li> <li>• that the interpretation characterises its impact as universal, affecting every household.</li> <li>• the interpretation’s characterisation of Inquisitors as monks.</li> </ul> <p><b>In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• The <i>Autos de Fe</i>, which included burnings at the stake (about 250 during Philip’s reign).</li> <li>• Philip’s own requests for death sentences and a lack of leniency from the Inquisitors.</li> <li>• The frenzied inquisitorial activity in Burgos, Valladolid, Salamanca and Seville when Protestantism was discovered in 1557-62.</li> <li>• The high number of convictions under the Inquisition.</li> <li>• The use of ‘terror’ tactics such as arrest without trial.</li> <li>• The role of the Inquisition in creating fear and self-censorship in Spain due to the use of familiars (paid informers).</li> <li>• Censorship by the Inquisition through the Index.</li> <li>• Examples of the Inquisition encroaching on state or papal jurisdiction, for example the case of Bartolomé Carranza.</li> </ul>		<ul style="list-style-type: none"> <li>• Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however, for Level 5 there should be well-supported evaluation of both, in line with Levels descriptors.</li> <li>• Candidates are not required to construct their own interpretation.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> <li>• The Inquisition's focus on suspected heretics such as protestants, Moriscos and <i>Conversos</i>.</li> </ul> <p><b>In analysing and evaluating the limitations of the given interpretation, answers might use knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• The influence of contemporary and subsequent Protestant propaganda on creating a 'Black Legend' which has subsequently been challenged by more recent historical scholarship.</li> <li>• More recent research which argues that Inquisitors were largely laymen and lawyers.</li> <li>• The relatively small proportion of people who came before the Inquisition who were tortured or executed.</li> <li>• The limited reach of the Inquisition outside urban areas.</li> <li>• The focus of many Inquisition cases on social transgressions rather than religious heresy.</li> <li>• Questions about the efficacy of censorship, for example due to the number of books which continued to be printed abroad.</li> </ul> <p><b>Other interpretations that might be used in evaluation of the given interpretation are:</b></p> <ul style="list-style-type: none"> <li>• Interpretations which argue that the Inquisition was predominately a legalistic, lay organisation rather than an instrument of religious fanaticism.</li> <li>• Interpretations which argue that the Inquisition's efficacy was, in fact, limited, and that its impact on Spanish society was minimal.</li> </ul>		



Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"><li data-bbox="416 225 1133 368">• Interpretations which reject the traditional emphasis on burnings and torture and which argue that this formed an extremely small part of what the Inquisition did.</li></ul> <p data-bbox="365 408 1099 536">Interpretations which challenge traditional views like Motley's as based on misleading Protestant propaganda (the 'Black Legend') and which use more recent archival research, to challenge this view.</p>		

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>
	<b>Generic mark scheme for Section A, Questions 1 and 2: Essay [30]</b>
<b>Level 5</b> 25–30 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 19–24 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 13–18 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 7–12 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–6 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.

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section B, Question 3: Interpretation [20]</b>
<b>Level 5</b> 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
<b>Level 4</b> 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
<b>Level 3</b> 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths, but both will be addressed.
<b>Level 2</b> 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or may only address limitations or strengths.
<b>Level 1</b> 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

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