



GCE

History A

Y208/01: Philip II 1556-1598

Advanced GCE

Mark Scheme for June 2019

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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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3. Here is the mark scheme for this question paper.

MARK SCHEME

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>Which of the following was a more significant reason for Spain’s failure to restore authority in the Netherlands in the years 1584 to 1598?</p> <p>(i) The leadership of Maurice of Nassau (ii) Philip II’s foreign policy elsewhere in Europe</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with the leadership of Maurice of Nassau answers might consider his abilities as a military strategist and that he was skilled in making use of the geographical and strategic position of the Northern Netherlands. • Answers might consider his creation of a professional, well paid, standing army. • Answers might consider his political leadership and ability to maintain unity among the Northern provinces. • In dealing with Philip II’s foreign policy elsewhere in Europe answers might consider his decision to launch an Armada against England, halting Parma’s advance and diverting vital resources. • Answers might consider the financial and military impact of Spain’s decision to intervene in France to try to influence the succession. • Answers might consider Philip’s poor relationship with Parma and failure to listen to his advice. 	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 Spain’s failure to restore authority in the Netherlands by 1598. • Answers may deal with each factor in turn, then compare them to reach a judgement, or make 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 marks scheme.

1	(b)*	<p>‘Philip II failed to achieve his aims in his foreign policy in the years 1556 to 1598.’ How far do you agree?</p> <p>In arguing that Philip failed to achieve his aims, answers might consider:</p> <ul style="list-style-type: none"> • The failure of the Armada against England in 1588 and thus the failure to reconvert England to Catholicism. • The failures of Philip to achieve his objectives in France in the second half of the reign. • Philip’s four bankruptcies and high levels of debt, largely due to foreign policy over-stretch, which hindered his ability to achieve his aims. • The impact that Philip’s numerous foreign policy commitments had on his control of the <i>monarquía</i>, for example his ability to restore Spanish authority in the Netherlands. <p>In arguing that Philip was successful in achieving his foreign policy aims, answers might consider:</p> <ul style="list-style-type: none"> • Philip’s success in holding off the Ottoman threat in the Mediterranean, for example the victory at Lepanto in 1571. • The long period of relative peace in relations with both France and England early in the first half of Philip’s reign. • Philip’s defence of his territories in Italy and Burgundy despite French ambitions. • Philip’s maintenance of his reputation as the ‘Champion of Catholicism’ in his foreign policy. 	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 ways in which he did/did not achieve his aims. • At Level 5 and above there will be judgement as to the extent of achievement. • At higher levels candidates might establish criteria against which to judge extent of achievement of aims. • 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.
2	(a)	<p>Which of the following was a greater success for Philip II in his leadership of the Spanish Church?</p>	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material.

		<p>(i) The campaign against heresy (ii) Reform of the Spanish Church</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with the campaign against heresy, answers might consider the activity against suspected Protestants at the beginning of the reign (the so-called 'Protestant Panic'). • Answers might consider the actions taken by the Inquisition against <i>Moriscos</i> and <i>Conversos</i> and other suspected heretics. • Answers might consider the impact of the Index. • In dealing with reform of the Spanish Church, answers might consider Philip's implementation of the Tridentine Decrees. • Answers might consider structural reforms such as the reorganisation of bishoprics and the appointment of new, reformist bishops. • Answers might consider the extent of change to the behaviour and beliefs of the clergy and the laity. 		<ul style="list-style-type: none"> • Only credit material relevant to successes in Philip's leadership of the Spanish Church. • Answers may deal with each factor in turn, then compare them to reach a judgement, or make 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 marks scheme.
2.	(b)*	<p>'Religious grievances were the main reason for the outbreak of the Dutch Revolt in 1572.' How far do you agree?</p> <p>In arguing that religious grievances were the main reason for the outbreak of the Revolt, answers might consider:</p> <ul style="list-style-type: none"> • The growth of Calvinism in the Netherlands, especially in the Northern provinces. • Opposition to Spanish religious policies in the Netherlands, including proposed restructuring of bishoprics and anti-heresy laws. • The contribution of the Iconoclastic Fury of 1568 in weakening the relationship between Philip and 	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 reasons. • At Level 5 and above there will be judgement as to the extent of agreement. • At higher levels candidates might establish criteria against which to judge reasons. • 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

		<p>his Dutch subjects.</p> <p>In arguing that other reasons were more important, answers might consider:</p> <ul style="list-style-type: none"> • The alienation of the grandees through the policies of Margaret of Parma and the Duke of Alva. • Fears for the political liberties of the Netherlands due to the actions and leadership style of Philip, Margaret of Parma and the Duke of Alva. • Economic grievances including increasing levels of taxation, a trade depression and a series of poor harvests. • The leadership of William of Orange. 		<p>scheme.</p>
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