

## **GCE**

### **History A**

#### **Y208/01: Philip II 1556-1598**

Advanced GCE

### **2020 Mark Scheme (DRAFT)**

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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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## 1. Annotations

Annotation	Meaning of annotation
<b>BP</b>	Blank Page
	Highlight
<b>Off-page comment</b>	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View

## 2. Subject Specific Marking Instructions

### How far do you agree questions . . .

The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.

#### **Neither significance nor relative importance are attributed to the features listed.**

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.

### Other questions . . .

The indicative content lists features of the period studied that relate to the question set.

#### **Neither significance nor relative importance are attributed to the features listed.**

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.

## MARK SCHEME

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p><b>Which of the following was a more significant priority for Philip II in his foreign policy?</b></p> <p><b>i. Defence</b></p> <p><b>ii. Expansion</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with defence</b> answers might consider peace with France and the protection of his Burgundian inheritance.</li> <li>• Answers might consider his policy against the Ottomans.</li> <li>• Answers might consider the relatively long period of peace with England, and his attempt to ally with England to protect the Netherlands.</li> <li>• <b>In dealing with expansion</b> answers might consider the 'Enterprise of England' in 1588.</li> <li>• Answers might consider the annexation of Portugal.</li> <li>• Answers might consider his foreign policy against France in the later part of his reign, where he sought</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to foreign policy priorities.</li> <li>• 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.</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 marks scheme.</li> </ul>

		to exert religious and political influence.		
1	(b)*	<p><b>‘The weaknesses of Spain were more significant than the strengths of the Dutch rebels in explaining why Spain struggled to restore its authority in the Netherlands in the period from 1572 to 1598.’ How far do you agree?</b></p> <p><b>In arguing that Spanish weaknesses were the main reason</b>, answers might consider:</p> <ul style="list-style-type: none"> <li>• Overall weaknesses in strategy across the monarchia, for example the distractions of England and France.</li> <li>• Philip II’s own miscalculations and poor decision making.</li> <li>• Weaknesses of leadership, for example Alva’s policies or the weaknesses of Requesens or, Don John.</li> <li>• Spain’s serious financial weaknesses.</li> <li>• Problems of military capacity and strategy, particularly when fighting in the terrain of the Netherlands.</li> <li>• The problem of distance between core and periphery and the reliance on the ‘Spanish road’.</li> </ul> <p><b>In arguing that the strengths of the Dutch more important</b>, answers might consider:</p> <ul style="list-style-type: none"> <li>• The political leadership of William of Orange and later Maurice of Nassau and Oldenbarnevelt.</li> <li>• The successful military strategy of Maurice of Nassau.</li> <li>• The ability of the Dutch rebels to gain foreign support from both England and France.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on ‘how far’, but at Level 4 may simply list the reasons.</li> <li>• At Level 5 and above there will be judgement as to the relative importance of the reasons</li> <li>• At higher levels candidates might establish criteria against which to judge 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>

		<ul style="list-style-type: none"> <li>• The 'national' and religious identity of the Dutch rebels and the issue of morale.</li> <li>• Political developments within the Dutch provinces, for example the Pacification of Ghent (1576) or the Union of Utrecht (1579).</li> <li>• Geographical advantages.</li> </ul>		
2	(a)	<p><b>Which of the following had a greater impact on reform of the Spanish Church during the reign of Philip II?</b></p> <p><b>i. The Tridentine decrees</b></p> <p><b>ii. The Inquisition</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with the Tridentine Decrees</b> answers might consider their impact on the institutional character and structure of the Spanish Church.</li> <li>• Answers might consider the ways in which they changed religious practices amongst both clergy and laity.</li> <li>• Answers might consider that their implementation was patchy.</li> <li>• <b>In dealing with the Inquisition</b> answers might consider that it initially focused on rooting out heresy, and then on addressing the issue of Moriscos and Conversos.</li> <li>• Answers might consider its importance in the latter part of Philip's reign in addressing the spiritual condition of the laity in general.</li> <li>• Answers might consider that it was relatively under-resourced and its impact patchy, particularly on the practices and beliefs of the laity.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to reform of the Spanish Church.</li> <li>• 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.</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 marks scheme.</li> </ul>

2.	(b)*	<p><b>‘France was a more significant foreign policy priority for Philip II than any other country or region.’ How far do you agree?</b></p> <p><b>In arguing that France was the main priority</b>, answers might consider:</p> <ul style="list-style-type: none"> <li>• Philip inherited a prolonged and expensive war with France, and immediately focused on making peace.</li> <li>• The issue of competition over territory in Burgundy, Franche-Compte and Italy.</li> <li>• Philip’s involvement in the French wars of religion.</li> <li>• Issues of reputation and geopolitical prestige.</li> <li>• France’s involvement in the Revolt of the Netherlands.</li> <li>• The fairly continuous nature of war with France, with only a short period of peace.</li> </ul> <p><b>In arguing that other countries and regions were more important</b>, answers might consider:</p> <ul style="list-style-type: none"> <li>• The importance of the issue of Ottoman expansion, particularly in the Mediterranean which was arguably the main focus until 1571.</li> <li>• The significance of the issue of Iberian unification and the annexation of Portugal.</li> <li>• The strategic importance of England.</li> <li>• The importance of the defence of the Atlantic trade in the face of English threats.</li> <li>• The religious motivation to effect a conversion of England.</li> <li>• The overall significance of the defence of the monarquia as a priority, as opposed to actively seeking war/expansion in any particular geography.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on ‘how far’, but at Level 4 may simply list the priorities.</li> <li>• At Level 5 and above there will be judgement as to the relative significance of priorities.</li> <li>• At higher levels candidates might establish criteria against which to judge.</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>
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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>
	<b>Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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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