



Oxford Cambridge and RSA

GCE

History A

Y208/01: Philip II 1556-1598

Advanced GCE

2021 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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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

Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p>Which of the following was a more significant religious problem for Philip II at the beginning of his reign?</p> <p>i. The problem of heretics ii. The condition 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 heretics answers might consider that the issue of Protestant heresy across the monarquia was perceived as a pressing problem due to his inheritance from Charles V. • Answers might consider Philip's personal attitude towards heresy, and how this influenced his view of other groups like Conversos and Moriscos. • Answers might consider the 'Protestant Panic' and what can be learnt from this about the perceptions of the problem of heresy versus the reality. • In dealing with the condition of the Spanish Church answers might consider his desire to centralise control over the Spanish Church. • Answers might consider the adoption of the Tridentine Decrees by the Catholic Church. • Answers might consider the numerous problems with the Spanish Church including absenteeism, poor quality clergy and lack of uniformity. 	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 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 problems at the beginning of his reign. • 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. <p><i>Note that the definition of heretics could include Protestants, Illuminists, Moriscos (converted Muslims) and Conversos (converted Jews); however, these are itemised separately on the specification. Therefore, broader and narrower definitions of 'heretics' should both be credited; it is not necessary to address Moriscos and Conversos in addition to Protestant or Illuminist heretics to access the highest levels, provided other criteria are met.</i></p>

<p>1</p>	<p>(b)*</p>	<p>‘William of Orange was more important than Maurice of Nassau as a leader of the Dutch Revolt.’ How far do you agree?</p> <p>In arguing that William of Orange was more important, answers might consider:</p> <ul style="list-style-type: none"> • His importance in creating the conditions for Revolt prior to his exile and the significance of his invasion from exile in 1572. • His ability to unify the Northern Provinces in the first stage of the Revolt. • His qualities as a political leader, for example his development of key political ideas justifying the Revolt and his role in steering and reassuring the States General. • His role garnering international military, political and financial support. • William’s military leadership. • His significance in the Pacification of Ghent, arguably the ‘high point’ of the revolt against Spain. <p>In arguing that Maurice of Nassau was more important, answers might consider:</p> <ul style="list-style-type: none"> • The weaknesses of William of Orange, for example the difficulties he had controlling radical Calvinist elements, culminating in the collapse of the Pacification of Ghent and the formation of the Unions of Arras and Utrecht (1579) which saw the Dutch provinces divided. • William’s assassination in 1584. • Maurice’s importance in the development of a standing army for the Dutch. • Maurice’s outstanding military leadership and strategy, which made the most of the geographical conditions of the Netherlands. • Maurice’s work with Oldenbarnevelt to gain 	<p>20</p>	<p>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.</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 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 ‘how far’, but at Level 4 may simply list. • At Level 5 and above there will be judgement as to the relative importance of the leaders and the contributions. • At higher levels candidates might establish criteria against which to judge importance. • 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.
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		<p>international diplomatic, military and economic support.</p> <ul style="list-style-type: none"> The growing economic strength of the Northern Provinces under Maurice’s leadership. 		
2	(a)	<p>Which of the following aspects of Spanish rule was a more significance grievance of the Dutch provinces in the years from 1556 to 1572?</p> <p>i. Religious policies ii. Political issues</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> In dealing with religious policies answers might consider the spread of Protestantism, and specifically Calvinism, in the Dutch provinces, particularly in the North. Answers might consider that Philip’s accession threatened the religious status quo and Protestants feared the introduction of an Inquisition. Answer might consider the Iconoclastic Fury (<i>Beeldenstorm</i>) of 1566 as evidence of the significance of religious grievances. In dealing with Political issues answers might consider Philip’s leadership style as compared to his father’s. Answers might consider the grievances of the grandees. Answers might consider fears that the traditional liberties of the provinces were being eroded, particularly after Alva’s restoration of order and new taxation policies. 	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 grievances of the Dutch provinces between 1556 and 1572. 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.

<p>2</p>	<p>(b)*</p>	<p>‘Philip II was entirely to blame for the political and economic problems he faced in his government of Spain.’ How far do you agree?</p> <p>In arguing that Philip was to blame, answers might consider:</p> <ul style="list-style-type: none"> • The weaknesses of Philip’s leadership style. • Philip’s detailed level of involvement in many political affairs. • The levels of financial strain caused by Philip’s foreign policy strategy, for example after the Enterprise of England from 1588. • Philip’s active encouragement of factionalism and his increasing desire to work with every smaller <i>juntas</i> of advisors, circumventing the conciliar system. • The high levels of spending on art and cultural display, for example the construction of the royal palace. • Philip’s probable extent of personal involvement in affairs like that of Perez, Escobed, Don Carlos and Montigny. • The problems created by Philip’s desire to centralise government and override provincial liberties. <p>In arguing that Philip was not to blame, answers might consider:</p> <ul style="list-style-type: none"> • The widespread foreign policy problems he faced, such as the Ottomans, which created financial pressure. • The difficulties created by the size and geography of Spain, and the issue of overstretch in the monarquia. • There were strengths to Philip’s political leadership, such as grasp of detail or balancing of different interest groups. • Structural problems with the system of royal finance, which was difficult to reform e.g. the issue of raising 	<p>20</p> <p>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.</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 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 ‘how far’, but at Level 4 may simply list the factors. • At Level 5 and above there will be judgement as to the relative extent of blame. • At higher levels candidates might establish criteria against which to judge. • 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.
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			<p>taxes.</p> <ul style="list-style-type: none">• The financial and political problems inherited from Charles V.• The problem of inflation which exacerbated economic problems.• The responsibility that should be shouldered by other individuals (e.g. Perez) and groups (e.g. the Aragonese grandees).		
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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>
	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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