

GCE

History A

Y208/01: Non-British period study: Philip II 1556-1598

A Level

Mark Scheme for June 2025

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.
5. **Crossed-Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM Assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space).

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response: Not applicable in F501

To determine the level – start at the highest level and work down until you reach the level that matches the answer

To determine the mark within the level, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	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
	Provenance
	Simple comment
	Unclear
	View

Question		Answer	Mark	Guidance
1	(a)	Which of the following was the greater problem for Philip II? i) Relations with the Papacy ii) Moriscos In dealing with the papacy, answers might consider: • Philip's disputes with popes over papal jurisdiction in Spanish and Italian territories • Philip's need to maintain good relations with England in the face of papal hostility • Pope Sixtus V's dislike of Philip and his reluctance to help finance the Armada campaign • Papal interference in Philip's affairs in France in the 1590s In dealing with the Moriscos, answers might consider: • The security threat represented by Moriscos as potential allies of invading Turks • The size of the Morisco population and fears that they were not genuine converts and therefore a potential threat, spiritual as well as physical • The challenged posed by actual plots and conspiracies, as well as the perceived challenge of alleged plots • The Morisco revolt of 1568, which lasted over two years and involved brutality	10	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> 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. • 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.

Question	Answer	Mark	Guidance
1 (b)*	‘The military ability of leaders was the most important factor in determining the outcomes of revolt in the Netherlands during the reign of Philip II.’ How far do you agree? In arguing the military ability of leaders was the most important factor, answers might consider: • William of Orange’s achievements in organising resistance and role as a figurehead helped to unify the disparate states into a force to challenge Spanish dominance • The impact of Maurice of Nassau’s leadership and his reform of the Dutch army; his capture of key northern cities was decisive in weakening Spanish control by 1598. • The inability of Spanish leaders to maintain military discipline and prevent the ‘Spanish Fury’, led to the Pacification of Ghent which was a unifying moment for Dutch opposition to Spanish authority • Alva’s inability to prevent his armies from committing atrocities was a factor behind the determined opposition to the Spanish • The effectiveness of some Spanish leaders, including Alva’s fortification and reinforcement of Spanish held territories, or the achievements of the Duke of Parma in reconquering rebel territory in the 1580s, ensured that by 1598 the Dutch Revolt was effectively a stalemate. In arguing the military ability of leaders was not the most important factor, answers might consider: • Logistical factors, such as the difficulties faced by the Spanish armies in organising land and naval coordination in 1588, made it hard for either side to achieve a decisive outcome • The terrain and broad campaign area meant that military leaders had limited opportunity to exercise their abilities in pitched battles	20	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • No set answer is expected. • At higher levels candidates will focus on factors but at Level 4 may simply list factors • At Level 5 there will be judgement as to importance of factors • At higher levels candidates might establish criteria against which to judge importance of factors • To be valid judgements, claims must be supported by accurate and relevant 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 the descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
			• The religious impetus of committed Dutch Calvinists ensured that Spanish victories did not quell opposition • Philip's political and religious inflexibility regarding the Dutch (e.g. in outlawing Orange) prevented any real chance of compromise by 1598 • Philip's economic difficulties and the need to focus on campaigns in other areas like the Mediterranean prevented him bringing his full military might against the Dutch, • Support for Dutch rebels in terms of troops and money from England and wealthy Protestant merchants was sufficient to help the Dutch continue to challenge Spain, but not sufficient for a decisive outcome • Philip II's personal absence from the Netherlands after 1559, the removal of Alba in 1573, death of Requesens in 1576 and the despatch of Parma to France where he died meant that the Spanish lacked leadership in the Netherlands on several occasions • The contribution of the Sea Beggars in providing naval support and the English defeat of the Spanish Armada in 1588 reduced the ability of the Spanish to dominate the sea routes, which could have been decisive		

Question		Answer	Mark	Guidance
2	(a)	Which of the following was the greater challenge to the government of Spain during the reign of Philip II? i) Law and order ii) Finances and the economy In dealing with law and order, answers might consider: • The logistical challenges facing Philip in his efforts to impose his personal authority on Spain • The necessity of relying on royal military power where regions challenged Philip's authority, e.g. the Aragon Revolt • The challenge of factional disputes, rivalries (e.g. the Perez Affair) and over mighty nobles • The challenge posed to Philip's authority by unrest as in the Moriscos and other unrest In dealing with finances and the economy, answers might consider: • The crippling cost of wars abroad, combined with under-developed (compared to other countries) mercantile and manufacturing bases limited the government's ability to respond to economic pressures • Agricultural output not meeting increased demand caused by demographic pressure, which was a cause of popular discontent • The Price Revolution & increased taxes promoting poverty, vagrancy and brigandage	10	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> 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. • 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.

Question			Answer	Mark	Guidance
			which were low level but continual problems for local governance • The growing problem of inflation caused by the influx of silver from the New World		

Question		Answer	Mark	Guidance
2	(b)*	‘The victory at Lepanto (1571) was Philip II’s greatest foreign policy achievement.’ How far do you agree? In arguing Lepanto was Philip’s greatest achievement in his foreign policy, answers might consider: • It was a turning point in the conflict with the Ottomans because it limited their expansion in the Mediterranean and established Christian, significantly Habsburg, dominance in the western half • The scale of Turkish losses were significant in discouraging Ottoman aggression against Spain; the Turks were reluctant to wage war at sea in the Mediterranean, e.g. in 1572, when 200 Ottoman ships under Ali Pasha actively avoided a sea battle with a Christian fleet • It was a symbolic success for Philip II after the humiliating defeat of the Spanish navy at Tripoli in 1559 • It paved the way for the capture of Tunis in 1573 and a subsequent truce of 1578-90 • It helped secure Philip’s position since, by limited Ottoman expansion in the Mediterranean, it reduced the chance of a domestic revolt by Spanish Moors and Moriscos and allowed Philip to focus his resources on the Netherlands • It encouraged period of good relations among powers within the Holy League which helped due to ongoing military issues in Europe • For Philip, it was a personal achievement as it helped fulfil his personal mission to wage Christian warfare In arguing Lepanto was not Philip’s greatest achievement in his foreign policy, answers might consider: • The direct consequences of the victory were limited; the ultimate objective of recovering Cyprus was not achieved, and the Ottomans remained in control in the eastern Mediterranean, with a fleet that was rebuilt by 1574	20	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> 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. • No set answer is expected. • At higher levels candidates will focus on Philip II’s foreign policy achievements but at Level 4 may simply list achievements • At Level 5 there will be judgement as to scale of achievement • At higher levels candidates might establish criteria against which to judge scale of achievement • To be valid judgements, claims must be supported by accurate and relevant 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 the descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
			- Philip's other successes in his conflict with the Ottomans, e.g. the capture of Malta in 1565 and Cyprus in 1570, were important for his strategic influence in the Mediterranean - Philip's success in adding Portugal to his empire in 1580 through conquest and dynastic succession - The importance of successes in France under Parma for Spain's position in Europe - Victories in the Netherlands which enabled Spain to retain control of the southern part and prevent Dutch independence by 1598 - The maintenance of vast and lucrative territories in the New World which were a source of wealth, political power and status - Diplomatic successes, such as the marriage alliance with Henry II of France, which consolidated the Habsburg's dynastic position in Europe.		Candidates do need to consider the importance of Lepanto and not dismiss it. Answers that treat Lepanto in a superficial way should have a ceiling of Low Level 5.

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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