

GCE

History A

Unit Y208/01: Philip II 1556 - 1598

Advanced GCE

Mark Scheme for June 2018

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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
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

Here are the subject specific instructions for this question paper

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix.

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>Which of the following was a more significant cause of Philip's attempted invasion of England in 1588?</p> <p>(i) England's return to Protestantism under Elizabeth I (ii) England's support for the Dutch rebels</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with England's Protestantism, answers might consider Philip's commitment to strengthening the Catholic Church as a committed Catholic Reformation monarch. • Answers might consider the King's personal religious commitment and the religious terms in which he framed the Armada. • Answers might also consider the fact that Elizabeth ascended the throne and broke again with Rome in 1558 but Philip did not launch the Armada until 1588. • In dealing with England's support for the Dutch rebels, answers might consider England's long-running support for the rebels in what had become a drawn-out and draining conflict. • Answers might consider the importance of the Treaty of Nonsuch in catalysing the invasion. • Answers might also consider the relatively limited impact England's support was having in the Netherlands. 	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 the reasons for Philip's attempted invasion of England. • 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.

Question		Answer/Indicative content	Mark	Guidance
1	(b)*	<p>How far did Philip II strengthen the Spanish Church?</p> <p>In arguing that Philip's policies strengthened the Catholic Church, answers might consider:</p> <ul style="list-style-type: none"> • Philip's support for the Council of Trent and reform processes and his energetic promotion of the Tridentine Decrees. • Successful reforms under Philip, including the introduction of new Bibles, Missals and Breviaries; the establishment of Seminaries; the reform of Bishops; new codes of conduct for the clergy; reforms of religious practice and of the church calendar. • Cultural change within the Church, for example the promotion of learned and energetic reforming Bishops and the support for individuals who sought to raise standards in the religious orders. • The very limited spread of Protestantism in Spain and the elimination of it where it occurred. • The enforcement of religious conformity through the Inquisition. • Evidence of improved levels of basic religious knowledge in many regions. • Increased levels of monarchical authority and centralisation of Church government. <p>In arguing that Philip's policies did not strengthen the Church, answers might consider:</p> <ul style="list-style-type: none"> • Philip's frequent conflicts with the Papacy. • Resistance and apathy within the Church to the Tridentine Decrees resulting in lack of change in some areas and a slow pace of change in others. • The limitations of measures such as the Inquisition and the Index designed to eliminate heterodoxy, for 	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 change/continuity. • At Level 5 and above there will be judgement as to the extent of change. • At higher levels candidates might establish criteria against which to judge change. • 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.

Question		Answer/Indicative content	Mark	Guidance
		<p>example the continued import into Spain of banned books.</p> <ul style="list-style-type: none"> • The negative consequences of the Inquisition. • On-going issues with the quality and number of clergy, resulting in many vacant offices. • Philip's conflicts with the religious orders, particularly the Jesuits. 		
2	(a)	<p>Which of the following was a more significant cause of Philip's problems in the Netherlands in the 1570s?</p> <p>(i) The policies of the Duke of Alva (ii) The actions of William of Orange</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with the Duke of Alva's policies answers might consider the rapid and brutal repression of the first Dutch Revolt under Alva's leadership, and his subsequent brutality when dealing with the second. • Answers might consider the unpopularity of Alva's reforms, particularly his tax reforms. • Answers might also consider that Alva's reforms and actions were not significantly different to Spanish administrators before him. • In dealing with the actions of William of Orange answers might consider his importance as a figurehead and inspiration to the Dutch • Answers might consider his decision to attack Spain in the Netherlands in 1572. • Answers might also consider that William of Orange would not have had such extensive support were the Dutch not already very dissatisfied with Spanish policies. 	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 the causes of Philip's problems in the Netherlands in the 1570s. • 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.

Question		Answer/Indicative content	Mark	Guidance
2	(b)*	<p>To what extent was Philip II's foreign policy motivated by religious considerations?</p> <p>In arguing that Philip's foreign policy was motivated by religious considerations, answers might consider:</p> <ul style="list-style-type: none"> • Philip's personal religious convictions and the ways in which these shaped his views of foreign policy issues. • Philip's efforts to prevent a Protestant, Henry of Navarre, ascending the French throne. • The formation of the Holy League. • Philip's efforts to repel the Ottoman advance in the Mediterranean. • Philip's attempts to reconvert England to Catholicism. <p>In arguing that other motivations were more important, answers might consider:</p> <ul style="list-style-type: none"> • Philip's frequent conflicts with the Papacy over foreign policy, indicating that religion was not the main consideration. • Evidence of territorial expansionism, for example the annexation of Portugal. • Philip's efforts to preserve his <i>monarquía</i> and territorial inheritance intact, for example the treaties made with France and his overtures to England to help to defend the Netherlands. • The economic and strategic considerations which influenced his foreign policy against the Ottomans and Barbary Corsairs in the Mediterranean. • Philip's concerns with <i>reputación</i> and the personal considerations which often drove decision making. 	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 successes and failures. • At Level 5 and above there will be judgement as to the extent of success. • At higher levels candidates might establish criteria against which to judge success. • 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.

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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