



GCE

History A

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

A Level

Mark Scheme for June 2023

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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
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

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 scoris 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 or the scoris messaging system, or by email.

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 a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

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Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **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.** If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
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 |

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11. 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 |

12. Subject Specific Marking Instructions

| Question | | Answer | Mark | Guidance |
|----------|-----|---|------|--|
| 1 | (a) | <p>Which of the following was more important as a cause of revolt in the Netherlands?</p> <p style="padding-left: 40px;">(i) Regional issues</p> <p style="padding-left: 40px;">(ii) Financial and economic issues</p> <p>Explain your answer with reference to both (i) and (ii).</p> <p>In dealing with regional issues, answers might consider the resentment of interference in the traditional mode of governance of the Netherlands.</p> <ul style="list-style-type: none"> • There was concern that traditional regional liberties in the region would be undermined by centralisation of Spanish government. • Philip II's moves to bolster the Catholic Church in the Netherlands were an affront to Calvinists and compromised a culture of religious tolerance among regional grandees. • Philip II relied heavily on Spanish advisors and neglected regional grandees in the government of the Netherlands. • Spanish bureaucrats and troops in the provinces heightened tension in the regions. • Regional patriotism created support for the outbreak of the revolt. <p>In dealing with economic and financial issues, answers might consider the impact of Spanish interventions.</p> <ul style="list-style-type: none"> • There was concern that the presence of the Inquisition would disrupt trade. | 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 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. |

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| Question | | Answer | Mark | Guidance |
|----------|------|--|------|---|
| | | <ul style="list-style-type: none"> Taxes imposed by the Spanish authorities, particularly the Tenth Penny, were deeply resented. Tensions were exacerbated by a depression in the textile industry and the cloth trade. Mutual economic interests were an important factor in the forging of close bonds with England and gaining financial aid in the struggle against Spain. | | |
| 1 | (b)* | <p>To what extent was Philip II's control of his empire 'absolute'?</p> <p>In arguing that Philip II's control was absolute, answers might consider:</p> <ul style="list-style-type: none"> Philip II's determination to be personally involved in all affairs of state. Philip II's creation of a depository for the more efficient management of government documents. Philip II's centralisation of government with a permanent base in Madrid. Philip II's control of his kingdom through a small group of dedicated personal secretaries. Philip II's control of government through central councils and the regions through (reorganised) regional councils, and the towns through corregidores. Philip II's governance, after c.1580, through a system of juntas and the effectiveness of Vazquez as his chief adviser. Philip II's embodiment of the concept of the divine right of kings and his commissioning of portraits promoting his image as a strong ruler. | 20 | <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. At higher levels candidates will focus on evaluating the factors for and against the hypothesis that Philip was an 'absolute' ruler but at Level 4 may simply list factors At Level 5 there will be judgement as to the most important reason. At higher levels candidates might establish criteria against which to judge the reasons. 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. |

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| Question | | Answer | Mark | Guidance |
|----------|-----|---|------|--|
| | | <ul style="list-style-type: none"> Philip II's control of the Church in Spain and his promotion of the Inquisition and censorship <p>In arguing that Philip II's control was not absolute, answers might consider:</p> <ul style="list-style-type: none"> The problems inherent in attempting to personally oversee all the business of government. The existence of, and problems presented by, rivalries and political factions. Philip II's inability to prevent the revolt of the Moriscos. Philip's inability to prevent revolt in Aragon The inefficiency of the conciliar system. Philip II's financial constraints compromising his government (e.g. by encouraging corruption of poorly paid office holders). The power, prestige and privileges of the aristocracy, especially in Castile. Logistical factors (e.g. communications) restricting Philip II's capacity for ruling absolutely. Philip II's obligation to recognise long-established judicial, legal, and political traditions | | |
| 2 | (a) | <p>Which of the following had the greatest impact upon religion in Spain in the period from 1556 to 1598?</p> <p>(i) The Inquisition (ii) The Jesuits</p> <p>Explain your answer with reference to both (i) and (ii)</p> <p>In dealing with the Inquisition answers might consider its role in stamping out heresy.</p> <ul style="list-style-type: none"> The Inquisition stifled heresy through censorship (<i>Index of Forbidden Books</i>). | 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. |

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| Question | | Answer | Mark | Guidance |
|----------|------|--|------|--|
| | | <ul style="list-style-type: none"> The Inquisition took action against individuals and groups of people with heretical views. The Inquisition organised a number of <i>autos de fe</i>. The Inquisition persecuted adherents to non-Christian faiths (Jews and Muslims). The Inquisition punished Catholics found guilty of a range of religious crimes (e.g. blasphemy). <p>In dealing with the Jesuits answers might consider that the Jesuits were instrumental in promoting the Catholic Reformation in Spain.</p> <ul style="list-style-type: none"> The Jesuits were ardent missionaries reviving religious enthusiasm among ordinary people. The Jesuits were inspirational in the lives of powerful nobles (e.g. the Duke of Gandia) and influential bishops. The Jesuits helped promote faith and develop religion through education of the laity. Jesuits, such as Luis de Granada, endeavoured to improve the religious standards of the clergy. | | <ul style="list-style-type: none"> 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. |
| 2 | (b)* | <p>‘Military operations in the Mediterranean were Philip II’s main foreign policy concern from 1556 to 1598.’ How far do you agree?</p> <p>In arguing that his military operations in the Mediterranean were his main concern, answers might consider:</p> <ul style="list-style-type: none"> Competition with Ottoman interests in the Mediterranean and the threat of the Turkish navy. The need to protect Spanish interests in Italy and maintain sea routes. The need to defend Spain against Ottoman collusion with the Moriscos. | 20 | <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. |

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| Question | Answer | Mark | Guidance |
|----------|---|------|--|
| | <ul style="list-style-type: none"> • The need to maintain Gibraltar and defend the maritime border from attack. • The need to protect shipping and Spain's coastal interests from the ravages of Dragut and the Barbary corsairs. • Spanish participation in the Holy League and building of a new fleet in relation to this. • The problem of defending Spanish territory in Africa (e.g. Tunis; siege of Oran, 1563) and protecting islands in the Mediterranean from Ottoman and corsair aggression (e.g. Malta, 1565, Cyprus, 1570). <p>In arguing that his military operations in the Mediterranean were not his main concern, answers might consider:</p> <ul style="list-style-type: none"> • The importance of Philip II's foreign policy with the English and the Netherlands. • Philip II's concern with the concept of crusade which was not defined in specific geographical terms (such as 'the Mediterranean'). • Philip II's concern with relations with France. • Philip II's Portuguese interests. • Philip II's pan-American / Atlantic / colonial concerns. • Philip II's preoccupation with containing the spread of Protestantism on land (as opposed to Islam at sea) which was not a northern European issue. | | <ul style="list-style-type: none"> • At higher levels candidates will focus on evaluating factors for and against the hypothesis but at Level 4 may simply describe aspects of his foreign policy • At Level 5 there will be judgement as to how successful • At higher levels candidates might establish criteria against which to judge success. • 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. |

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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. |

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| | |
|----------------------------------|---|
| | <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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