

GCE

History A

**Y310/01: The development of the Nation State: France 1498-
1610**

Advanced GCE

Mark Scheme for June 2019

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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 |
| | |
| SC | Simple comment |
|  | Unclear |
| V | View |

2. Here is the mark scheme for this question paper.

MARK SCHEME Section A

| Question | Answer/Indicative content | Mark | Guidance |
|----------|---|------|---|
| 1 | <p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the nature and extent of the achievements of Henry IV.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answer might argue that Interpretation A puts forward the view that although Henry IV brought peace he offered little that was positive and simply took advantage of the circumstances. • In evaluating Interpretation A, answers might argue that this view is valid as Henry was able to end the Wars of Religion. • Answers might argue that Interpretation A is valid as the Edict of Nantes did not solve the religious problems. • Answers might argue that Interpretation A is not valid as it ignores the foundations he laid for absolutism. • Answers might argue that Interpretation A is valid as France was tired of war. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B puts forward the view that he did much to develop royal power and foreshadowed later absolutism. • In evaluating Interpretation B, answers might | 30 | <ul style="list-style-type: none"> • No set answer is expected. • At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question. • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme |

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| 2 | | <p>argue it is valid as royal debt was greatly reduced, mortgages on crown property were redeemed and a large revenue was accumulated.</p> <ul style="list-style-type: none"> • Answers might argue that Interpretation B is valid as central administration had reached the localities. • Answers might argue that Interpretation B is invalid as the nobility were still an issue with noble rebellions. • Answers might argue that Interpretation B is valid as Sully did much to restore finances and the economy. <p>“Francis I did more than any other French monarch in the period from 1498 to 1610 to develop the power of the French monarchy.’ How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that under Francis I rebellions were limited and not a threat. • Answers might consider that Francis was able to raise considerable sums from taxation. • Answers might consider that he was never weak enough or threatened enough to summon the Estates General. • Answers might consider his handling of the <i>parlements</i>, notably Rouen. • Answers might consider the development of the bureaucracy. • Answers might consider the territorial gains made during his reign. | 25 | <ul style="list-style-type: none"> • No set answer is expected. • At higher levels answers might establish criteria against which to judge. • To be valid, judgements must be supported by relevant and accurate material. • 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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| 3 | | <ul style="list-style-type: none"> • In challenging the hypothesis in the question, it might be argued that his achievements were destroyed by the Wars of Religion and had to be rebuilt by Henry IV. • Answers might consider that under Francis religious issues such as Lutheranism and humanism became an issue. • Answers might consider the achievements of Louis XII, Henry II and Henry IV. • Answers might consider the extent to which France was a nation state by the time of his death. <p>‘The nobility did more to hinder than help the development of the French nation state in the period from 1498 to 1610.’ How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis that they hindered the development of the nation state it might be argued that they rebelled throughout the period. • Answers might consider that they played a considerable role in the Wars of Religion, with some 40% becoming Calvinist. • Answers might consider that the nobility were responsible for the development of a state within a state during the Wars of Religion. • Answers might consider the role of the Guise and other Catholic nobles in allying with Spain and the formation of the Catholic League. • Answers might consider that they were seen as | 25 | <ul style="list-style-type: none"> • No set answer is expected. • At higher levels answers might establish criteria against which to judge. • To be valid, judgements must be supported by relevant and accurate material. • 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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| 4 | | <p>a danger and were gradually replaced in councils and in the bureaucracy.</p> <ul style="list-style-type: none"> • Answers might consider that they were able to exploit the weak nature of monarchy after the death of Henry II and pursued their own ambitions. • In challenging the hypothesis that they were a hinderance, it might be argued that the nobility served the king during the Italian Wars. • Answers might consider that Henry IV was able to buy off the nobility and appease most. • Answers might consider the role they played in the government of the country. • Answers might consider that they played a crucial role in local government. • Answers might consider that they were not a hindrance after the wars as their financial power had declined. <p>How effective were French monarchs in dealing with the religious problems they faced in the period from 1498 to 1610?</p> <ul style="list-style-type: none"> • In arguing that monarchs were effective, it might be argued that most monarchs were able to contain the religious issues; only when the monarchy was weak did it become a problem. • Answers might consider the response of Francis to the Day of the Placards. • Answers might consider that Henry II was able to crush heresy through the <i>Chambre Ardente</i>. • Answers might consider that Henry IV was able | 25 | <ul style="list-style-type: none"> • No set answer is expected. • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • 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>to end the Wars of Religion, issue the Edict of Nantes and through his own conversion win Paris.</p> <ul style="list-style-type: none">• Answers might consider that most of the population remained Catholic and the Gallican principles were upheld.• Answers might consider how monarchs used the sacred nature of kingship to enhance their position.• In challenging the hypothesis in the question, it might be argued that under weak royal authority the monarchy was ineffective in dealing with the growth of Calvinism.• Answers might consider the conciliatory policies of Catherine de Medici.• Answers might consider that religious divisions led to a breakdown in royal authority, suggesting they were not effective.• Answers might consider the failure to prevent nobles making an agreement with a foreign power, Spain, and the formation of the Catholic League with foreign troops on French soil.• Answers might consider the extent to which they were able to stop the growth of heresy and that they were unable to prevent 40% of the nobility from becoming Calvinist. | | |
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APPENDIX 1 – this contains a generic mark scheme grid

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| | <i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i> |
| | Generic mark scheme for Section A, Question 1: Interpretation [30] |
| Level 6 26–30 marks | The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question. |
| Level 5 21–25 marks | The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question. |
| Level 4 16–20 marks | The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question. |
| Level 3 11–15 marks | The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question. |
| Level 2 6–10 marks | The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question. |
| Level 1 1–5 marks | The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking. |
| 0 marks | No evidence of understanding and no demonstration of any relevant knowledge. |

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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 Section B, Questions 2, 3 and 4: Essay [25] |
| Level 6 21–25 marks | The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. 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 17–20 marks | The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. 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 13–16 marks | The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. 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 9–12 marks | The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. |
| Level 2 5–8 marks | The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. 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 1–4 marks | The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence. |
| 0 marks | The answer contains no relevant information. |

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