

GCE

History A

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

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
S	Synthesis
E	Continuity/Change

Subject Specific Marking Instructions

Question	Answer	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 role of Catherine de Medici and the Guise faction in the St Bartholomew's Day massacres of 1572.</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 Catherine was at the centre of the plot. • In evaluating Interpretation A, answers might argue that this view is valid as Coligny had been restored to favour and was to lead a force into the Netherlands. • Answers might argue that Interpretation A is valid as her daughter married Henry of Navarre. • Answers might argue A is valid as some 4,000 Huguenots died in Paris and probably twice as many in the provinces. • Answers might argue that Interpretation A is not valid as Catherine had always attempted to reconcile Catholics and Huguenots. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B puts forward the view that the Guise faction played an important role in the assassination. • In evaluating Interpretation B, answers might argue it is valid as religious massacres had already taken place before St Bartholomew's Day, notably at Rouen in March 1571. 	30	<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 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

<p>2*</p>		<ul style="list-style-type: none"> Answers might argue that Interpretation B is valid as the assassination took place from a house owned by the Guise. Answers might argue that Interpretation B is valid as there were concerns about the invasion of the Netherlands with the Genlis affair in July 1572. Answers might argue that Interpretation B is not valid as the Council decided on a pre-emptive strike. <p>‘The French nation state developed more in the period from 1498 to 1559 than in the period from 1559 to 1610.’ How far do you agree?</p> <ul style="list-style-type: none"> In arguing that it did develop more in the period from 1498 to 1558, it might be argued that there were a steady growth in the power of the monarchy under Louis XII, Francis I and Henry II. Answers might consider the beginning of the codification of laws under Louis XII, keeping taxes low, improving the administration of justice and creating new <i>parlements</i>. Answers might consider that Francis I strengthened the monarchy through legal and administrative reforms and enhanced the power of the state in relation to the Church. Answers might consider the developments in creating the hexagon of France, notably with Brittany. Answers might consider the lack of religious division compared with the latter period. Answers might consider that in comparison with the Wars of Religion and weak royal authority there was more development before 1559. In arguing that it developed more in the period 	<p>25</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 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>3*</p>		<p>from 1559, it might be argued that there was recovery under Henry IV.</p> <ul style="list-style-type: none"> • Answers might consider that Henry IV healed religious and social divisions. • Answers might consider that Henry IV resolved the debt crisis that had been present since Henry II. • Answers might consider the decline in royal authority towards the end of Henry II’s reign with the growth of heresy and the financial crisis caused by war, as well as his lack of interest in administration. • Answers might consider that Henry IV’s reign saw economic recovery. • Answers might consider that under Henry IV France’s international standing recovered. <p>To what extent did the French nobility limit royal power in France in the period from 1498 to 1610?</p> <ul style="list-style-type: none"> • In supporting the hypothesis that the nobility limited royal power, it might be argued that the Huguenot nobility established a state within a state. • Answers might consider that the nobility were responsible for the Wars of Religion. • Answers might consider that the nobility were able to challenge the power of Henry II. • Answers might consider that in the period after 1559 the nobility surpassed the military and financial resources of the Crown. • Answers might consider that the Guise allied with Spain and encouraged invasion with the Catholic League. • Answers might consider that the nobility questioned Henry IV’s legitimacy. • Answers might consider the rebellions of the 	<p>25</p>	<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 • 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
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<p>4*</p>		<p>nobles, including Biron, Bouillon and the Auvergne rebellion.</p> <ul style="list-style-type: none"> • Answers might consider their taxation privileges limited royal income. • In challenging the hypothesis that the nobility limited royal power, it might be argued that strong monarchs such as Francis I controlled the nobility. • Answers might consider the treatment by Francis I of Charles Duke of Bourbon and Baron de Semblancay. • Answers might consider the role they played in the government of France as governors, councillors and generals. • Answers might consider their role in warfare, with many nobles pleased to fulfil their military ambitions. • Answers might consider that no nobles challenged the power of Louis XII. <p>To what extent did warfare hold back the development of the French nation state in the period from 1498 to 1610?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that the financial costs of the Habsburg -Valois wars caused bankruptcy and economic problems. • Answers might consider that the Habsburg-Valois Wars allowed the nobility to develop personal armies which remained afterwards. • Answers might consider the economic impact of the Wars of Religion. • Answers might consider that warfare led to the establishment of a state within a state. 	<p>25</p>	<p>the levels mark scheme.</p> <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> 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 answers might establish criteria against which to judge • To be valid, judgements must be supported by
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		<ul style="list-style-type: none"> • Answers might consider that the exhaustion from the wars was a reason for the outbreak of civil war in 1562. • Answers might consider that Spanish troops invaded France and were in league with the Guise. • In challenging the hypothesis in the question, it might be argued that recovery from the Wars of Religion was quick. • Answers might consider that war against the Habsburgs helped to unify the country. • Answers might consider that success in battles, such as Marignano won Francis the support of many of the nobility. • Answers might consider that religious divisions after the Wars of Religion were healed by the Edict of Nantes. • Answers might consider that social divisions after the Wars of religion were healed. • Answers might consider that many in France were tired of war and therefore recovery was easier by 1598. • Answers might consider the removal of the Spanish and France’s international standing by the end of Henry IV’s reign. 		<p>relevant and accurate material.</p> <ul style="list-style-type: none"> • 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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APPENDIX 1 – this contains a generic mark scheme grid

	<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.

	<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.

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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