

GCE

History A

Y313/01: The ascendancy of France 1610-1715

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 threat to Richelieu of the noble conspiracies.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answer might argue that Interpretation A argues that there were numerous plots but they were not a threat. • In evaluating Interpretation A, answers might argue that that the view is valid as Richelieu had the skill to defeat the plots. • Answers might argue that Interpretation A is valid as Louis XIII was willing to back Richelieu against the plotters. • Answers might argue that Interpretation A is valid as Richelieu's aim was to increase royal power at the expense of the nobility so they disliked him. • Answers might argue that Interpretation A is not valid as Bourbon and Cinq Mars were a threat as the latter involved Marie de Medici and Spain was also involved. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that there were numerous plots, often involving the royal family, but that only Soissons and Cinq Mars were serious threats. • In evaluating Interpretation B, answers might argue it is valid as Gaston and Marie de Medici were involved as members of the royal family. • Answers might argue that Interpretation B is correct 	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>		<p>as Louis XIII backed Richelieu in the Chalais conspiracy and had him executed.</p> <ul style="list-style-type: none"> • Answers might argue that Interpretation B is invalid as it gives little attention to the Day of the Dupes which could have seen Richelieu removed if Louis had not recovered. • Answers might argue that Interpretation B is valid as Bourbon only died by accident. • Answers might argue that B is valid as the nobility were willing to commit treason and that they had a right to rebel. <p>‘The Huguenots were the religious issue that most hindered the development of France in the period from 1610 to 1715.’ How far do you agree?</p> <ul style="list-style-type: none"> • In arguing that they most hindered the development of France, it might be argued that the existence of such a group was a serious issue in an age which rejected toleration. • Answers might consider that they were less of a problem as they were finally dealt with by the revocation of Nantes. • Answers might consider the extent to which the Huguenot issue had been solved by 1715. • Answers might consider that Richelieu had handled the Huguenot issue well with the Peace of Alais and contrast that with the revocation of Nantes. • Answers might consider that the Huguenots damaged France’s economy and international 	<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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3*		<p>reputation.</p> <ul style="list-style-type: none"> • In challenging the hypothesis in the question, it might be argued that Gallicanism was the most important issue, from dévots who questioned Richelieu's policies to political and clerical groups who pressured Louis XIV into defending French liberties in the Four Gallican Articles of 1682. • Answers might consider the Paris parlement's fierce defence against ultramontism. • Answers might consider the government's relations with the Papacy and Jesuits. Louis XIV's opposition to papal authority in France might be considered, but he requested help to deal with Quietism and Jansenism. • Answers might consider the issue of Jansenism, particularly in the reign of Louis XIV. • Answers might consider the issue of Richerism and Quietism. Its handling by Louis XIV angered Gallicans. <p>'The nobility gained more than any other group by the rising power of France in this in the period from 1610 to 1715.' How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis that the nobility gained more than other social group it might be argued that they had social advantages over their tenants and the third estate which they were able to exploit. • Answers might consider that they held governorships and military offices which increased as the army expanded. • Answers might consider that they gained patronage at the royal court and that Versailles 	25	<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
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4*		<p>became synonymous with their social privileges.</p> <ul style="list-style-type: none"> • Answers might consider the extent to which their privileges were curtailed by Louis XIV, particularly after the Frondes. • Answers might consider that noble privileges were curtailed by Richelieu and Mazarin. • Answers might consider that the nobility were exempt from taxation throughout the period. • In challenging the hypothesis that the nobility gained more than any other group, it might be argued that the clergy, particularly the higher clergy and bishops, made gains. • Answers might consider the gains made by merchants. • Answers might consider position of urban dwellers. • Answers might consider the position of the peasantry, and may note the peasant plots of 1639 (Va-Nu-Pieds) and 1643 (Croquants). • Answers might consider that the peasant suffered with high taxation to fund wars. <p>How important was the Thirty Years War in the development of France as a European power in the period from 1610 to 1715?</p> <p>In supporting the hypothesis in the question, it might be argued that the territorial gains made at the end of the war made France a great power in Europe</p> <ul style="list-style-type: none"> • Answers might consider that the war led to the relative rise of France in comparison to Spain. • Answers might consider that the war helped secure France's eastern border and also provided opportunities for future expansion with the Rhine bridgehead. • Answers might consider that by entering the war 	25	<ul style="list-style-type: none"> • 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. <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 answers might establish criteria against which to judge
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		<p>late, France was better placed financially than Spain and could continue fighting after 1648, with the latter forced to submit at the Peace of Pyrenees in 1659.</p> <ul style="list-style-type: none"> • Answers might consider that before the Thirty Years War, in the period 1610-35, France's international standing had been limited to supporting other countries against the Habsburgs. • In challenging the hypothesis in the question, it might be argued that it was the continuation of the war against Spain until 1659 that allowed France to become a major European power. • Answers might consider that it was the gains made at the Pyrenees that allowed France to challenge the Dutch and English in overseas trade and commerce and intervene in German politics. • Answers might consider that it was the war of Devolution that led to France developing as a major power as it gained lands in the Spanish Netherlands. • Answers might consider that it was the Dutch War 1672-8 as France gained Franche Comte, Flemish border areas and annexed Lorraine. • Answers might consider that the development of the French army was crucial in France's development. • Answers might consider how far non-military events were important, such as the appointment of ministers or Louis XIV's majority. 		<ul style="list-style-type: none"> • 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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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.

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