

GCE

History A

Unit : Y313/01 The Ascendancy of France 1610 - 1715

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
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Continuity/Change
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Synthesis
	Unclear
	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	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the impact of the Fronde.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A argues that the Fronde achieved little and at the most the crown gained. • In evaluating Interpretation A, answers might argue that the monarchy survived, Mazarin survived and that Louis's power would increase. • Answers might argue that it did make an impression on Louis as it was one reason he did not trust the capital and moved to Versailles. • Answers might argue that there were no serious challenges to his authority, revolts were traditional peasant tax revolts. • Answers might argue that the nobility became a service nobility. • Answers might argue that absolutism did become popular with many who saw it as the best guarantor of stability. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that the Fronde had a great impact on the king and it took time for the monarchy to recover. • In evaluating Interpretation B, answers might argue that Louis left Paris for Versailles later in his reign. • Answers might argue that interpretation B is valid as the intendants were temporarily removed as the Parlement wished. • Answers might argue that interpretation B is valid as 	30	

Question	Answer/Indicative content	Mark	Guidance
	<p>Louis restored the intendants.</p> <ul style="list-style-type: none"> Answers might argue that interpretation B is valid as the authority of the Parlement was reduced as Louis did not trust them. Answers might argue that interpretation B is valid because Louis was determined not to lose authority again. 		
2	<p>'Louis XIV was no more absolute in practice than Louis XIII.' How far do you agree with this view?</p> <ul style="list-style-type: none"> In supporting the hypothesis in the question, it might be argued that both monarchs had tax and fiscal problems. Answers might consider that religious problems such as Jansenism and the Papacy limited their powers. Answers might consider that the power of the nobility was a limiting factor. Answers might consider the power of the pays d'etats and the Parlement. Answers might consider that it was difficult to rule such a large country as an absolute ruler. In challenging the hypothesis in the question, it might be argued that Louis XIV was worshipped as the Sun King. Answers might consider that Louis XIV controlled the largest army in Europe and France was internationally stronger. Answers might consider that Louis XIV had a more developed bureaucracy and administration. Answers might consider whether Louis XIV came closer to absolutism after the defeat of the Fronde. 	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.

Question	Answer/Indicative content	Mark	Guidance
3	<p>How far did religion divide rather than unite France in the period from 1610 to 1715?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that there was hostility and political problems over the Gallican Articles. • Answers might consider that the issue of Jansenism and the papal bull, Ugenitus, divided France. • Answers might consider that the problem of the Huguenots divided France. • Answers might consider that the expulsion of the Huguenots divided French society because of the economic problems it caused. • Answers might consider that Louis asking for papal support damaged Gallicanism. • In challenging the hypothesis in the question, it might be argued that most people in France were Catholic believers. • Answers might consider that France was united under the “Most Christian King’. • Answers might consider that France became a Catholic country after the expulsion of the Huguenots following the revocation of Nantes. • Answers might consider that there was a popular religious revival under Richelieu. 	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.
4	<p>‘The peasantry was affected more than any other social group by the rising power of France in the period from 1610 to 1715.’ How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that the levels of taxation required to sustain the wars meant that they suffered the most 	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

Question	Answer/Indicative content	Mark	Guidance
	<p>hardship.</p> <ul style="list-style-type: none"> • Answers might consider that the expansion of the army had an impact on the peasantry. • Answers might consider the number of peasant revolts, which suggests they were adversely affected. • Answers might consider the impact of the nobles on the peasantry. • Answers might consider whether all peasantry were affected in the same way as richer peasants did better. • In challenging the hypothesis in the question, it might be that the nobility were most affected because of the growth in military offices and patronage they received at court. • Answers might consider that the nobility were most affected as their status declined between 1610 and 1715. • Answers might consider that the bourgeoisie gained from trade and economic achievement. • Answers might consider that those who became administrators gained through the growth in the number of offices, particularly through tax collection. • Answers might consider the impact of the growing power of France on the clergy. 		<p>and evaluation, in line with descriptions in the levels mark scheme.</p>

APPENDIX 1 – this contains the generic mark scheme grids

	<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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